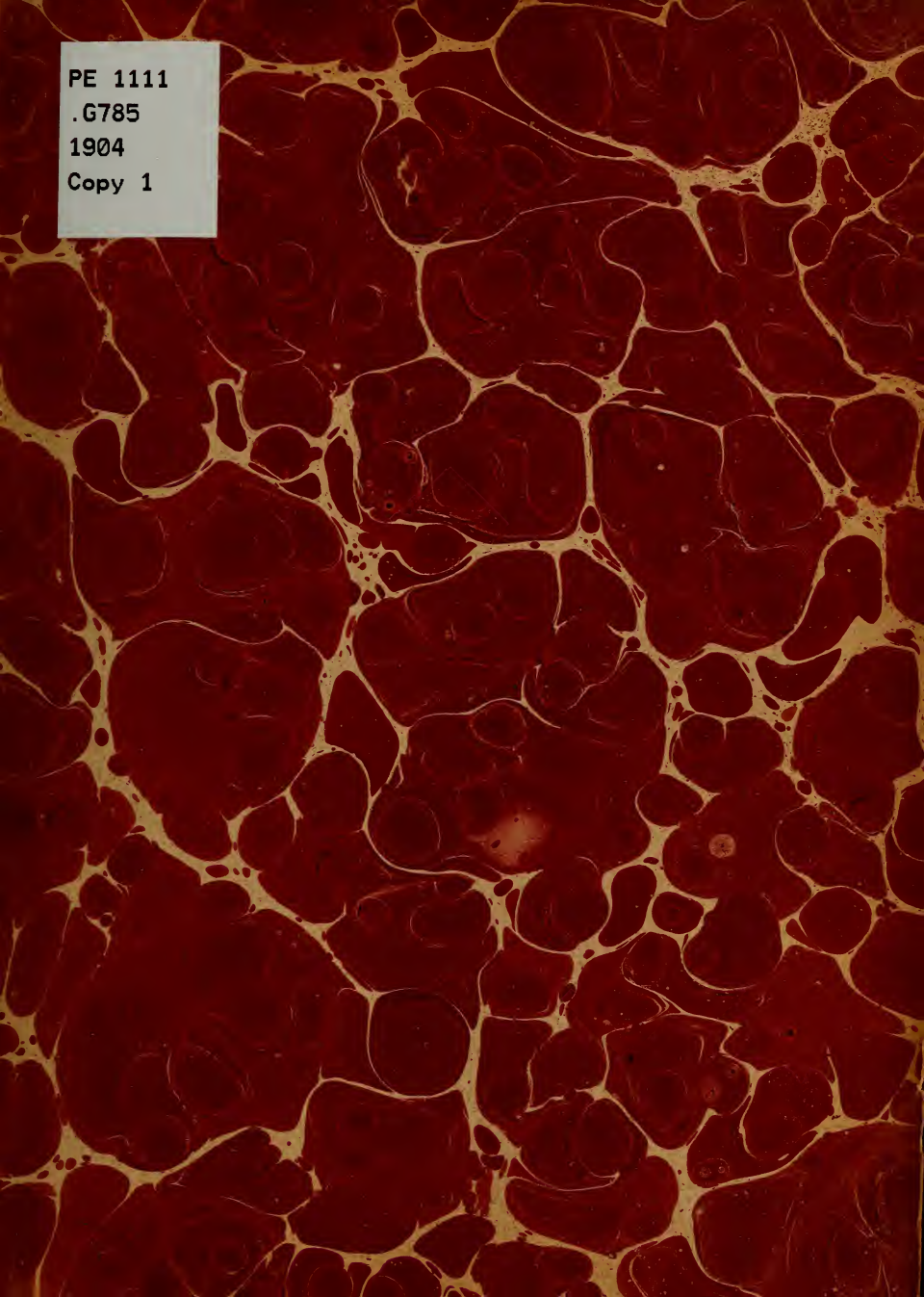


PE 1111

.G785

1904

Copy 1















Q73  
G

# Studies in English Grammar



EVA L. GREGG



# Studies in English Grammar

238

---

By

**Eva L. Gregg**

*Assistant Professor of English in Iowa State  
Normal School, Cedar Falls, Iowa*

---

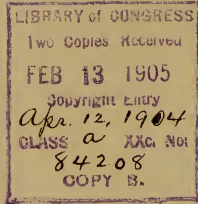
SECOND EDITION

3  
3  
•  
3  
3  
3 3 3  
3 3

---

REPUBLICAN PRINTING CO.  
CEDAR RAPIDS, IOWA  
1904

PE IIII  
.G785  
1904



39  
~~10273~~

---

Copyright, 1904  
BY EVA L. GREGG

---





## PREFACE

2. M. P., Jan. 14, 1911.  
THE author believes the sentence to be the starting point in the study of the English language, because the sentence places language before the student in its natural relation to thought; and the separation of the sentence into its fundamental parts, subject, predicate, complement and modifiers, with an intelligent understanding of the thought relation which one part bears to another, should precede an examination of the properties of the parts of speech. With this thought in view, the first part of the book has been devoted to sentence structure, and the exercises used are those which experience has demonstrated to be the best comprehended by the student.

Too much stress can not be placed upon the work of *analysis*. It recognizes an *aim* in the use of language, and shows that the forms of expression are intended only to bring out the larger, richer thought.

In the second part, a detailed study of the parts of speech begins and continues through the chapter, with classifications and inflections of the parts of speech, together with appropriate exercises to bring out the variety of thought.

The purpose of this book is not to supplant the text-book, but to be an intelligent guide to the study of numerous texts, thereby familiarizing the student with a broader view of the subject than it is feasible for one text to give. The book is designed especially for Normal schools and advanced high schools, but it is hoped it may be a valuable means of self-help to teachers in the lower grades and in the country schools.

The author wishes to acknowledge her indebtedness for helpful suggestions to Miss Nellie Wallbank's "Outlines and Exercises in English Grammar," and also to Miss Mary E. Simmons, professor of English language in the Iowa State Normal School, for valuable criticism.

EVA L. GREGG.

October 1, 1904.





## TABLE OF CONTENTS

---

	PAGE
STUDIES IN ENGLISH GRAMMAR.....	9
The English Language .....	9
Why So Called.....	9
Early Home of English .....	9
Norman Conquest.....	9
Old English Compared with Modern.....	9
Growth of the English Language.....	9
Good English.....	10
SENTENCES IN GENERAL.....	10
Ideas .....	10
Phrases .....	10
THE SENTENCE.....	10
Classification .....	10
PRINCIPAL ELEMENTS OF THE SENTENCE.....	11
Subject.....	11
Predicate .....	11
Complement.....	12
Modifiers.....	23
OBJECT COMPLEMENT .....	15
SUBJECTIVE COMPLEMENT.....	14
OBJECTIVE COMPLEMENT.....	18
EXERCISES ON COMPLEMENTS.....	20
MODIFIERS .....	24
Noun Modifiers.....	23
Adjective Modifiers.....	23
Adverbial Modifiers .....	23
Exercises on Indirect Object and Adverbial Noun	30-32
INDEPENDENT ELEMENTS.....	36

PREPOSITIONAL PHRASE.....	25
1. Uses.....	25
2. Exercises.....	26
VERBAL.....	36
Infinitive.....	36
Participle.....	37
Exercises on the Infinitive.....	41
Exercises on the Participle.....	39
THE ADJECTIVE CLAUSE.....	47
THE ADVERBIAL CLAUSE.....	52
THE NOUN CLAUSE.....	56
THE ABRIDGED CLAUSE.....	60
COMPLEX SENTENCES FOR ANALYSIS.....	65
COMPOUND SENTENCES FOR ANALYSIS.....	..
MISCELLANEOUS SENTENCES FOR ANALYSIS.....	68
Parts of Speech.....	83
THE NOUN.....	83
Its Properties.....	84
THE PRONOUN.....	89
Its Properties.....	90
Notes on the Use of Pronoun.....	92
Exercises in Case.....	93
Exercises in Gender, Number, and Person ..	98
DECLENSIONS OF NOUNS AND PRONOUNS.....	99
THE ADJECTIVE.....	100
Notes on the Use of Adjectives.....	101
Exercises.....	102
THE VERB.....	104
Classified According to Meaning.....	104
Classified According to Form.....	105
Properties of the Verb.....	107
Tense.....	107
Mode.....	108
Voice.....	111

VERBS THAT HAVE PASSIVE FORM.....	112
PASSIVE VERBS THAT TAKE SUBJECTIVE COMPLEMENTS	112
PASSIVE VERBS THAT TAKE OBJECT COMPLEMENTS..	113
OBJECT OF PREPOSITION MADE THE SUBJECT OF A PASSIVE VERB.....	113
Exercises .....	114
NUMBER AND PERSON OF VERBS .....	116
Notes .....	116
Exercises .....	117
Notes on the Use of Shall, Will, Would and Should	120
Exercises .....	121
CONJUGATION.....	123
THE VERBAL.....	124
Classes .....	124
Properties.....	125
Exercises .....	126
THE ADVERB.....	128
Classes .....	128
Exercises.....	129
THE PREPOSITION.....	132
Exercises .....	132
THE CONJUNCTION.....	135
Classes .....	135
Exercises .....	135
THE INTERJECTION.....	137
WORDS HAVING SEVERAL DIFFERENT USES .....	138

## LIST OF REFERENCE BOOKS

---

1. Buehler's A Modern English Grammar.
2. Kittredge & Arnold's The Mother Tongue, Book II.
3. Mead's The English Language and Its Grammar.
4. Lyte's Grammar and Composition.
5. Brown and De Garmo's Elements of English Grammar.
6. Southworth & Goddard's Elements of Composition and Grammar.
7. Powell & Connolly's A Rational Grammar of the English Language.
8. Maxwell's Advanced Lessons in English Grammar.
9. McHenry's Practical Lessons in Grammar.
10. Baskervill and Sewell's An English Grammar.
11. Bain's A Higher English Grammar.
12. Conklin's English Grammar and Composition.
13. Kimball's The Structure of the English Sentence.
14. Reed & Kellogg's High School Grammar.
15. Allen's A School Grammar of the English Language.
16. Gowdy's English Grammar.
17. Sheldon's Advanced Language Lessons.
18. Longman's School Grammar.
19. Harvey's Revised English Grammar.
20. Carpenter's Principles of English Grammar.
21. Metcalf's English Grammar for the Common Schools.
22. Swinton's Grammar.
23. Whitney's Essentials in English Grammar.
24. Greene's Grammar of the English Language.
25. Holbrook's New English Grammar.
26. Kerl's Comprehensive English Grammar.
27. Clark's The Normal Grammar.
28. Hoenshel's Advanced Grammar.
29. Patterson's Advanced Grammar and Elements of Rhetoric.
30. Milne's An English Grammar.
31. Davenport and Emerson's The Principles of Grammar.
32. Raub's A Practical English Grammar.
33. Greenwood's Studies in English Grammar.
34. Welsh's Lessons in English Grammar.
35. Wisely's A New English Grammar.

# Studies in English Grammar

---

## INTRODUCTION.

### *The English Language.*

1. Why so called?  
Derived from what?
2. Early Home of English.  
Taken to England about 449 A. D.  
By Angles, Saxons and Jutes.  
Changes made by them.
3. The Norman Conquest.  
By William, Duke of Normandy.  
Time, 1066.  
Changes in government and consequent changes in  
language.  
Effect of those changes.
4. Old English Compared with Modern.  
Spelling.  
Arrangement of words in sentences.
5. Growth of the English language.  
From British words.  
From Latin words found there and from Latin books.  
From Danish words.  
From Norman French words.  
From various other languages.  
From discoveries, inventions and sciences.

6. Good English.  
 What is it?  
 How secured?

### SENTENCES IN GENERAL.

#### *Ideas.*

Words are the signs of ideas,—“book,” “fan.”

#### *Phrases.*

1. Mere groups of words denoting related ideas.  
 A rainy day. A brave soldier.
2. Prepositional Phrases.  
 Of New York. in the country.
3. Infinitive Phrases.  
 To live a noble life. to be a scholar.
4. Participial Phrases.  
 Painting pictures. being honest.
5. Phrase Noun.  
 Duke of York. Prince of Wales.
6. Phrase Adjectives.  
 Up-to-date. matter-of-fact.
7. Phrase Adverbs.  
 By and by. now and then. in general.
8. Phrase Preposition.  
 By means of. in case of.
9. Verb Phrase.  
 Might have gone. could have been seen.

#### *Sentences.*

Words so related as to form a complete thought.

### CLASSIFICATION OF SENTENCES.

According to form.

Simple, complex and compound.

According to meaning.

Declarative, interrogative, imperative and exclamatory.

### PRINCIPAL ELEMENTS OF A SENTENCE.

1. Subject.
2. Predicate.
3. Complement.
4. Modifier.

#### I. SUBJECT.

*Form,—Word, Phrase or Clause.*

1. Word.

Noun,—The *picture* is beautiful.

Pronoun,—*He* is a giant.

Adjective,—The *good* are great.

Adverb,—*Now* is the accepted time.

Participle,—*Lying* is debasing.

2. Phrase.

Prepositional Phrase.

*Toward the east* is toward my home.

Verbal Phrase.

Infinitive Phrase.

*To fight battles* is the soldier's duty.

Participial Phrase.

*Hearing the signal*, hurried them on.

3. Clause.

*That you are right* is clear.

4. Abridged Clause.

*His being here* prevented our going.

#### II. PREDICATE.

Verb.

The child *learns*.



Verb-phrase.

The child *might have been learning*.

### III. COMPLEMENT.

Kinds.

Object Complement.

Subjective Complement.

Objective Complement.

#### OBJECT COMPLEMENT.

#### *Words that take Object Complements.*

1. Transitive Active Verbs.

The Emperor *gained the victory*.

2. Infinitives.

*To read history* is a pleasure.

3. Participles.

*Painting pictures* was his only work.

#### *Forms of the Object Complement.*

1. Word.

Noun,—Mary studies *Latin*.

Pronoun,—We saw *him*.

Participle,—Ruth enjoys *singing*.

Adjective,—We admire the *good*.

2. Phrase.

Infinitive,—Children love *to play games*.

Participial,—Ruth enjoys *singing songs*.

3. Noun Clause.

Whittier believed *that the slaves should be free*.

4. Abridged Clause.

We expect *him to go at once*.



## QUESTIONS.

Define object complement. Give examples of all the forms of object complement *except* that of abridged clause. What verbs take object complements? Give two other tests for the object complement. What is a cognate object? Consult references. What is a reflexive object?

Form sentences using Object Complements after the following verbs and verbals:—

produce	can pay	to see
laid	reward	to think
set	will choose	to read
has	did have	sending
can learn	proved	hearing
raise	lived	singing

Point out the Object Complements, and test, by changing the verb to the passive voice:—

1. The curfew tolls the knell of parting day.
2. The snow laid a coverlet over the leaves.
3. I watched the noiseless work of the snow.
4. They sang the songs of his life's glad morning.
5. The lily had folded her satin leaves.
6. Have you seen the pictures in the gallery?
7. What a slow way you have! said the Hare to the Tortoise.
8. The city of Genoa has long narrow streets.
9. Did you see the fireplace in Whittier's old home?
10. No track nor pathway might declare  
That human foot frequented there.—*Scott*.
11. I could see the cathedral from my window.

- 12 We wished to see the sunset from the top of Mount Rigi.
13. A good man loves to do good.
14. They treated rich and poor alike.
15. The robin is building his nest in the old apple tree.
16. We wished to see Hilda's Tower in Rome.
17. Elizabeth signed Queen Mary's death warrant.
18. He is enjoying his study.
19. We saw him in his office.
20. Ruth enjoys painting.
21. She wished to finish the picture.
22. They knew that she would come.
23. The Negroes are picking cotton.
24. We visited an old-fashioned kitchen.
25. Have you ever visited Mount Vernon?
26. In the year 1759 General Wolfe tried to take Quebec.
27. The man regrets having wasted his time.
28. The Indians made canoes and baskets.
29. The French soon gained a foothold in Canada.
30. Lee's disobedience caused the retreat of Washington.
31. The trees are shedding their leaves.

### SUBJECTIVE COMPLEMENT.

#### *Words that take Subjective Complements.*

1. Verbs of *being*.  
The man *is honest*.
2. Verbs of *state of being*.  
The weights *hung speechless*.
3. Verbs in the *passive voice*.  
Harry *was elected captain*.
4. Infinitives.  
*To be an orator* was his desire.

## 5. Participles.

*Being a miser*, he hoarded his money.

*Forms of the Subjective Complement.*

## 1. Word.

Noun,—Tennyson was a *poet*.

Pronoun,—It was *they*.

Adjective,—The rose is *beautiful*.

Participle as noun,—Seeing is *believing*.

Participle as adjective,—Her manner is *charming*.

## 2. Phrase.

Infinitive phrase, as noun,—To see is *to believe*.

Infinitive phrase, as adjective,—Their efforts seemed *to fail*.

Participial phrase, as noun,—Rest is not *being idle*.

Participial phrase, as adjective,—The man stood *sleeping soundly*.

Prepositional phrase, as noun,—Out of sight is *out of mind*.

Prepositional phrase, as adjective,—His character is *above reproach*.

## 3. Clause.

Noun clause,—The fact is *that he was unworthy of praise*.

*How to distinguish the Subjective Complement.*

1. If a noun element,—word, phrase or clause,—follows a verb of being, state of being, or a verb in the passive voice, and represents the same thing as the subject, it is a **Subjective Complement**.

2. If it is an adjective element,—word or phrase,—and belongs to the subject, it is a **Subjective Complement**.

Form sentences using a Subjective Complement after each of the following verbs and verbals. Use the different forms of the complement:—

was	may be	will be elected
became	lay	might be chosen
stood	seem	has been made
hung	be	may be called
lived	is	might be struck
seeming	to be	to appear
to become	being	appearing

### QUESTIONS.

Define Subjective Complement. Why do only verbs of being, state of being, and passive voice verbs take subjective complements? How is it that the *passive verb* takes a subjective complement? By what other terms is it called? Consult references.

Point out the Subjective Complements and apply the tests:—

1. "All in the Trosach's glen was still."
2. The path of truth is a plain and safe one.
3. He went out a private, but returned a captain.
4. Man is the noblest work of God.
5. He appears happy in his work.
6. Labor may be made a blessing.
7. And his heart grew warm within him,  
And his moistening eye grew dim.—*Whittier*.
8. These are Clan-Alpine's warriors true;  
And, Saxon,—I am Roderick Dhu.—*Scott*.
9. Toussaint l'Ouverture was the hero of San Domingo.

10. It is in vain to extenuate the matter.
11. These are the gardens of the desert.
12. Being a Frenchman, he is familiar with the fact.
13. To be a careful reader is very desirable.
14. The fact is that he will go mad.
15. They are very skillful in selecting the pictures.
16. The spider's web was too weak to hold the flies.
17. A great mind is a great fortune.
18. Time should be regarded as a sacred trust.
19. General Gates was considered a traitor.
20. Fulton's steamboat was called the Clermont.
21. The question is, What shall we do?
22. Faneuil Hall is called "the cradle of liberty."
23. Was André's execution justifiable?
24. The officers grew impatient at the long delay.
25. Calm and clear the day dawned.
26. Thousands of men lay lifeless on the battlefield.
27. The Amen of Nature is always a flower.—*O. W. Holmes.*
28. The boy might have been an artist.
29. Wm. Pitt was the friend of the American Colonists.
30. The old man seemed unhappy.
31. Charles Lee turned traitor to the American Cause.
32. Garfield was elected President in 1880
33. The groves were God's first temples.—*Bryant*
34. The Princess looked very beautiful.
35. Which is your favorite American poet?
36. A contented mind is a continual feast.
37. Such a person is beneath your notice.
38. Those books are of great value.
39. The workman's tools are of iron.
40. He seems to be innocent.
41. The noblest vengeance is to forgive.

## OBJECTIVE COMPLEMENT.

*Words that take Objective Complements.*

Only a few verbs and verbals may take Objective Complements; as, *call, choose, name, make, select*, etc., with their verbal forms.

## 1. Verbs.

*They elected him senator.*

## 2. Infinitives.

*To choose him chairman* was the work of a moment.

## 3. Participles.

*Keeping the child quiet* was her duty.

*Forms of the Objective Complement.*

## 1. Word.

Noun,—The club elected Clarence *president*.

Pronoun,—*What* did they name the town?

Adjective,—They painted the ship *white*.

## 2. Phrase.

Prepositional Phrase,—They found the soldier *in distress*.

*How to distinguish the Objective Complement.*

1. If a noun element, (a word or phrase not used appositively,) follows the object complement and represents the same thing as the object complement, it is an Objective Complement.

2. If it is an adjective element, (a word or phrase) and modifies the object complement, it is an Objective Complement.

Form sentences using an Objective Complement after each verb and verbal:—

drank

struck

make

call

to select

employed

regard

held

renders

to name

had struck

can bleach

have made

considered

calling



## QUESTIONS.

What is an objective complement? What form may it take? How may it be made a subjective complement? Are participles and infinitives used as objective complements? What is a Factitive object? Consult references.

Point out the Objective Complements and apply the tests:—

1. Napoleon crowned himself Emperor.
2. They have made their home beautiful.
3. What did they call the place?
4. They found the child in great distress.
5. Idleness will not make one great.
6. The gardener made the walk straight.
7. Such work will make him manly.
8. They attempted to crown him king.
9. Self-esteem has made her unlovable.
10. Keeping the light bright is his only duty.
11. He succeeded in making himself disliked by all.
12. Macaulay calls liberty of discussion a safeguard of other liberties.
13. James called him his friend.
14. That practice has made him very skillful.
15. We were pleased to find her in excellent spirits.
16. They left the man in comfortable circumstances.
17. He kept his honor unsullied.
18. Alexander's conquests did not make him happy.
19. The judge called him a criminal.
20. The noise will drive them mad.
21. You must keep the water hot.
22. That boy we call Doctor; and this we call Judge.—O. *W. Holmes.*
23. The long hours of toil made them dissatisfied.

24. The Nobles made the Prince their leader.
25. To make the silver bright was a difficult task.
26. He once called the man his friend.
27. History calls Sir Philip Sidney the darling of the English court and the flower of English chivalry.

### MISCELLANEOUS EXERCISES ON COMPLEMENTS.

1. We had the pleasure of seeing the city.
  2. He seems ready to do the work for them.
  3. They know he is trying to do it well.
  4. Attempting too much and doing too little is a common cause of failure.
  5. To discover the genius of a child requires talent.
  6. I found her in the garden reading Plato.
  7. You cannot expect to win victories by doing nothing.
  8. "All the air a solemn stillness holds."
  9. Henry VII was the founder of the Tudor dynasty.
  10. Richter said, "I love God and little children."
  11. "Charge for the guns!" he said.
  12. Virtue alone is happiness below.
  13. A book is a sure friend, always ready at your pleasure.
- Emerson.

14. I know that my Redeemer liveth.
15. Portions of the brain may be cut off without producing pain.
16. To study a nest is to make an acquaintance.—*Olive T. Miller.*
17. The guillotine hushed the eloquent, struck down the powerful and abolished the beautiful and the good.
18. He promised to do better in future.
19. The Niobe of nations! there she stands,  
Childless and crownless in her voiceless woe.—*Byron.*



20. How poor, how rich, how abject, how august,  
How complicate, how wonderful is man!
21. To waste time is folly.
22. He became master of the provinces of Ulster, and was solemnly crowned King of Ireland.
23. Some one has called the eye the window of the soul.
24. Giving to the poor is lending to the Lord.
25. The people called the Duke of Wellington *par-excellence*.
26. Wellington always knew exactly what he could do, and Napoleon often confounded his ambitions with his capacities.—*McCarthy*.
27. He was fortunate and was deserving.
28. One finds that theories fail.
29. They accused them of breaking windows.
30. They found the soldiers in distress.
31. Prosperity had made her vain; adversity brought her to her mind again.
32. Having expressed himself thus confidently, he reined his horse backward down the slope.—*Scott*.
33. She came, singing the songs of gladness.
34. The work is of the utmost importance to him.
35. Out of sight is out of mind.
36. The picture is of great value.
37. Trying to do a good deed is doing a good deed.
38. A voice saith, "What is that to thee?"
39. He fell a sacrifice to sloth and luxury.
40. Character is what we are, reputation is what others think we are.
41. We mutually pledge to each other our lives, our fortunes and our sacred honor.
42. Sweet mercy is nobility's true badge.
43. Lamb said, "I love to lose myself in other men's minds."

44. To cease to change is to cease to live.
45. Astronomers believe that the stars are suns.
46. The belief of astronomers is that the stars are suns.
47. Everybody admits that Cromwell was a great leader.
48. Justice, Sir, is the great interest of man on earth.
49. Education is necessary to make men good citizens.
50. Keeping the children quiet was her only duty.
51. A man he seems of cheerful yesterdays and confident to-morrows.—*Wordsworth*.
52. Is trying to become a soldier difficult?
53. To resist evil by evil is evil.
54. The captain saved the ship by throwing the cargo over-board.
55. The governor expects to pardon the criminal.
56. The old hermit seemed to be very eccentric.
57. He could not avoid doing the work.
58. His father's sword he girded on.
59. Some persons wished to make Washington king.
60. My master is of churlish disposition, and little cares to find the way to heaven by doing deeds of hospitality.—*Shakespeare*.
61. The hill-range stood  
Transfigured in the silver flood.
62. Frozen apples become little cider-vats.—*Thoreau*.
63. Every need of a man is the reverse of a promise of God.
64. The Athenians punished the idle as criminals.
65. She carried her head high and tried to appear unconcerned.
66. They know why he says it is untrue.
67. His life was spent in trying to make others happy.
68. Richelieu has been called the architect of the French monarchy, and the great parent of French civilization.
69. 'Who shall say he is beyond the pale of mercy?

## IV. MODIFIERS.

*Classes According to Form.*

1. Word,—noun, pronoun, adjective, adverb and participle.
2. Phrase,—prepositional and adverbial.
3. Clause,—adjective and adverbial.

*Classes According to Use.*

1. Adjective.
  2. Adverbial.
  3. Noun.
1. Adjective Modifiers.
  1. Word.
 

Adjective,—The *clear bright* day is ended.

Participle,—The child *reading* is Clara.
  2. Phrase.
 

Prepositional Phrase,—A *purse of gold* was given to him.

Participial,—The lady *playing the piano* is my friend.

Infinitive,—It was a picture *to charm the eye*.
  3. Clause.
 

Adjective Clause,—The man *whom they met* was Paul.
2. Adverbial Modifier.
  1. Word.
 

Adverb,—They moved *slowly* along.
  2. Phrase.
 

Prepositional Phrase,—The deer ran *across the alley*.

Participial,—*Having warned them*, he departed.

Infinitive,—We came *to see you*.

Indirect Object,—Take the book *to her*.

Adverbial Noun,—They went last *Monday*.
  3. Clause.
 

Adverbial Clause,—We shall go *when the time comes*.

## 3. Noun and Pronoun Modifiers.

## 1. Possessive,

*Harvey's* book is on the stair.*Her* task is completed.

## 2. Appositive.

Burns, *the poet*, was Scotch.We gave it to Mary, *her*, whom you met yesterday.

Point out the Possessive and the Appositive Modifiers:—

1. Whose books are these?
2. Snow Bound, the poem, was written by Whittier.
3. His books were left in your brother's room.
4. I, myself, will go.
5. I, John, saw these things.
6. We stopped at Mr. Brown's.
7. Beethoven, the great musician, was deaf.
8. My task, to teach, is a pleasant one.
9. Your success in life is chiefly in your own hands.
10. Washington saved the child from drowning — a heroic act.
11. He sank to the depths of disgrace — to the convict's cell.
12. He spent four years in college — an equipment necessary for his work.
13. Have you read "Childe Harold," a poem, by Byron?
14. We have three great bulwarks of liberty; viz., the common schools, colleges and universities.
15. Harry's sister's friend had come to visit them.
16. Some men bear prosperity wisely — a difficult task.
17. Let us do this, our father's wish.
18. Two things show the wisdom of nations; viz., good laws and a prudent management of them.

19. The shout went up — “The Union, it must be preserved!”

20. And Harold stands upon the place of skulls,  
The grave of France the deadly Waterloo.

—Byron.

## THE PREPOSITIONAL PHRASE.

### *Forms of the Prepositional Phrase.*

1. Simple,— That is the course of *wisdom*,
2. Complex,— Several eminent writers lived *in the age of Elizabeth*.
3. Compound,— Good manners are the blossom of *good sense* and of *good feeling*.

### *Uses of the Prepositional Phrase.*

#### 1. Modifiers.

##### 1. Adjective.

A thing of *beauty* is a joy forever.

##### 2. Adverbial.

The stag ran *across the valley*.

#### 2. Complements.

##### 1. Subjective Predicate Noun.

Toward our home is *toward the east*.

##### 2. Subjective Predicate Adjective.

His character is *above reproach*.

##### 3. Objective Predicate Adjective.

They found him *in good spirits*.

#### 3. Subject.

*Toward our home* is east.

#### 4. Base of a Proposition.

The water came from *between the rocks*.

#### 5. Independent.

*By the way*, have you read Ben Hur?

### *Forms that the base of the preposition make take.*

1. Word.  
 Noun,— Go into the *house*.  
 Pronoun,— They were behind *him*.  
 Adjective,— Look on *high*.  
 Adverb,— It did not come until *now*.  
 Participle,— We gain knowledge by *reading*.
2. Phrase.  
 Prepositional,— It came from *behind the tree*.  
 Participial,— She is happy in *doing good*.  
 Infinitive,— It was about *to leave us*.
3. Clause.  
 Noun,— Listen to *what she is saying*.

### QUESTIONS.

Define a prepositional phrase. How does it differ from such phrases as, *a rainy day, a good child*, etc.? What forms may the base of the phrase take? May a prepositional phrase be used appositively?

## ORDER FOR ANALYSIS OF SENTENCES.

### *The Simple Sentence.*

1. Classify according to meaning.
2. Give the *base* of the sentence. (The subject, verb, and complement unmodified).
3. Give all the modifiers of the subject in the order of their importance, with the modifiers of these words.
4. Give all the modifiers of the verb in the same way.
5. Give all the modifiers of the complement in the same way.



*The Complex Sentence.*

1. Classify according to form and meaning.
2. Separate the sentence into independent and dependent clauses.
3. Be careful to treat Adjective and Adverbial clauses as modifiers.
4. Analyze each clause as you would the simple sentence.
5. Give the connective; state its offices in the clause, and tell with what word or words it connects the clause.

*The Compound Sentence.*

1. Analyze the members of the sentence as you would the simple sentence.
2. Show how the members are connected.

## ANALYZE THE FOLLOWING SENTENCES.

1. In the 'Old Curiosity Shop,' Dickens tells of the death of Little Nell.
2. They found Washington's army in great need.
3. None are left save this alone.
4. Columbus started toward the west in search of India.
5. The river flows through the heart of the city.
6. Lincoln came from the people.
7. The speaker was on his guard.
8. Good manners are not for state occasions, but the natural garment of every day.
9. He influenced others by the sheer force of his good nature.
10. With many readers, brilliancy of style passes for affluence of thought.
11. They kept the park in good condition.
12. Falsehood is of slight texture.

13. The wrong party was in power at the time of the decision.

14. Time is regarded by wise men as the most precious of all possessions.

15. Across the fields in the early morning I hear some of the rare April birds.—*Burroughs*.

16. The robin goes to housekeeping in the old cherry-tree.

17. The guards of the King stood just below the gate.

18. Moderate exercise conduces to the preservation of the health.

19. An autocrat is above the control of law.

20. The gloomy door of death is unlocked to the prayers of none.

21. By the streets of By-and-By, one arrives at the house of Never.

22. The axis of the earth sticks out visibly through the center of each and every town or city.—*Holmes*.

23. On a beautiful September morning, a ship sailed out of the harbor of New York.

24. A mind of splendor is often concealed under a garb of poverty.

25. She felt perfectly at home in the presence of kings and queens.

26. He went over the mountains on a certain day in early boyhood.

27. In fact, I do not like the book.

28. They found the prisoners in excellent spirits.

29. New York, on the contrary, abounds in men of wealth.

30. By the way, what did he say about it?

31. That vessel is of wood, but this one is of iron.

32. The hero of the book of Job came from a strange land and of strange parentage.



33. The ships of Sir Francis Drake rode at anchor in the calm waters of the inlet.
34. The garment was without a seam.
35. Toward the earth's center is called down.
36. The study of Greek is a training in mental discipline.
37. The boat lay becalmed in the waters of the Sargasso Sea.
38. Out of sight is not always out of mind.
39. Sound policy is never at variance with substantial justice.
40. He seemed beyond the pale of mercy.
41. She was still in the bloom of youth.
42. They found his character above suspicion.
43. A beautiful red color is made from the bodies of insects.
44. From his trust in God, William of Orange derived support and consolation in the darkest hours.—*Motley*.
45. Of his moral qualities, the most prominent was his piety.
46. In the darkest hours of his country's peril, Washington never lost hope.
47. On the whole, the poets have not been eminently successful in depicting spring.—*Burroughs*.
48. Is not the style of an author the manners of his soul? —*Burroughs*.
49. Before genius is manliness, and before beauty is power. —*Burroughs*.
50. A good memory for names and faces is a priceless possession.
51. Obedience to parents was a common virtue among the Romans.
52. Igneous rocks cover thousands of square miles of the western slope of the Rocky Mountains.

53. By his victory at Rossbach Frederick the Great recovered the whole of Saxony.

54. These delicacies he heaped with glowing hand  
On golden dishes and in baskets bright  
Of wreathed silver.—*Keats*.

55. He knew no motive but interest; acknowledged no criterion but success.—*Life of Napoleon, Philipps*.

56. In the rear of the house, from the garden gate, ran a pathway through the great groves of oak, to the skirts of the limitless prairies.

57. Truth is brought to light by time and reflection.

58. He is in earnest and he will succeed in his work.

59. Those exercises were considered among the most useful in the language.

60. Listen carefully to what we are saying.

61. You said nothing about why you did not go.

62. Has the child any thought of why it smiles?

63. By doing the work, he is sure of getting the place.

64. We had no wish but to go on.

65. The ride through the mountains was one of great pleasure to us.

### INDIRECT OBJECT.

The Indirect Object is used as an adverbial modifier and is equivalent to a phrase with *to*, *for*, or *of*, understood.

Bring *me* the book. (to me.)

The tailor made *him* a coat. (for him.)

He is like his *father*. (to his father.)

### *Words that take Indirect Objects.*

#### 1. Verbs.

Take *Harry* the pencil.

#### 2. Infinitives.

To give *Mary* the book was a kindness.

## 3. Participles.

*Giving him* the position was unjust.

## 4. Adjectives.

Ruth is *unlike* Clara.

Pictures *like that* are rare.

## 5. Adverbs.

They fought *like* brave men.

She sat *opposite* me.

## QUESTIONS.

Do all verbs take Indirect Objects? If not, why?

Give the adjectives and adverbs that take Indirect Objects.

How do some authors use the words *like* and *near*?

Give the adjective uses of *like* and *unlike*. How are participles used as Indirect Objects?

Define Indirect Object. To what is it equivalent? How does it modify the verb or verbal? How the adjective or adverb? What prepositions may be used with it? Illustrate by sentences.

Form sentences to show how these words take Indirect Objects:—

take	teach	lend	tell
send	throw	paid	promise
get	grant	giving	selling
give	pass	to give	to pay
ask	like	refused	opposite
show	unlike	read	next
leave	near	refusing	sending
make	nigh	to leave	to offer

## ADVERBIAL NOUN.

The Adverbial noun is a noun element expressing *time, place, measure, value, extent*, etc., which is used as an adverbial modifier.

They will go next *week*.

The child went *home*.

The book cost a *dollar*.

*Words that Adverbial Nouns modify.*

## 1. Verbs.

They *went yesterday*.

## 2. Infinitives.

He wishes *to go to-morrow*.

## 3. Participles.

*Having walked ten miles*, he is weary.

## 4. Adjectives.

The room is twelve *feet wide* and twenty *feet long*.

## 5. Adverbs.

They perished *ages ago*.

*Participles used as Adverbial Nouns.*

Those pictures were well worth *seeing*.

Such work is worth *doing* well.

## QUESTIONS.

What is an Adverbial Noun? Why is it so called? What does it modify? Illustrate by sentences. Why is it sometimes called an elliptical phrase? Consult the references for Indirect Object and Adverbial Noun. How are participles used as Adverbial Nouns?

Form sentences, using these words as Adverbial Nouns.

yesterday	home	Monday
dollar	feet	miles
ages	years	days
step	hour	to-morrow
doing	seeing	hearing

Analyze the following sentences, paying special attention to Indirect Objects and Adverbial Nouns:—

1. Pretty brook, sing us your farewell song.
2. All obedience worth the name,  
Must be prompt and ready.
3. The picture was given to him by the artist.
4. Napoleon was made First Consul for life, August 3,  
1802.
5. To-morrow, we shall visit the Pantheon.
6. A moment more,  
And he reached his home.—*Willis*.
7. A few days later, they came home.
8. What is all this worth?
9. A pardon was granted the man by the governor.
10. No kindness was shown the prisoners.
11. Some remuneration will be allowed them for the work.
12. Give me neither poverty nor riches.
13. They sat opposite me.
14. The book cost a dollar but it is not worth fifty cents.
15. The snail crawled a yard an hour.
16. Ascham taught Lady Jane Grey the Greek language.
17. A few years ago colleges were not open to women.
18. The retreat began a day later.
19. Tell him he must not come a step nearer.

20. He should have gone twenty miles an hour.
21. Men like Washington were rare.
22. He left a year ago last June.
23. It was like trying to walk on water.
24. Sir Philip Sidney gave a dying soldier a cup of water.
25. The deer came near the edge of the wood.
26. Burned Marmion's swarthy cheek like fire.—*Scott*.
27. Centuries ago the Chinese understood printing.
28. Her trip to Europe was worth the sacrifice.
29. The king gave the ministers large gifts, the day of his coronation.
30. He tried to give his son an education.
31. By throwing the mob his purse and jewels the man escaped.
32. The snow fell all day long yesterday, and the drifts are six feet high on the prairie.
33. "Home they brought the warrior dead."
34. They crossed the mountains three times that summer.
35. The weather is like a spoiled child.
36. Lend the poor man a dollar.
37. The wall is ten feet six inches high, and two feet six inches thick.
28. They traveled sixty miles an hour all day.
39. The Dome of St. Peter's is fifty feet wider and sixty feet higher than that of St. Paul's.
40. God puts our prayers, like rose leaves, between the leaves of his book of remembrance.—*Spurgeon*.
41. No storm like this was ever seen before.
42. He sent his daughter home that way.
43. The ship sails all night long.
44. I gave him a dollar a bushel for his wheat and ten cents a pound for his sugar.



45. Sept. 23, 1779, Captain Paul Jones engaged the Serapis in battle.

46. Your advice is worth nothing to him now.

47. Hanna Moore, the authoress, taught Lord Macaulay the common school branches.

48. Bunker Hill monument is a granite obelisk, 221 feet in height.

49. That is like hunting game without finding it.

50. Disputes about the meaning of words have cost millions of lives.

51. The setting of a great hope is like the setting of the sun.—*Longfellow*.

52. They rushed to battle like thirsty wolves to a spring.

53. The opposing forces were almost opposite each other.

54. Cortez besieged the City of Mexico seventy-five days, but it surrendered Aug. 13, 1521.

55. He looked like a great man, and not like a bad one.

56. They were in New York Saturday, and will be there again tomorrow.

57. Unlike Chatterton, Crabbe had a firm trust in Providence.

58. A shape, unlike anything ever seen before, appeared to him.

59. In 1784, Amsterdam bankers refused to lend the United States \$300,000.

60. The ice will be frozen several inches thick to-night, and to-morrow it will afford the skaters excellent sport.

61. A part of the wall, fifty feet long and twelve feet high, could be seen from the top of the hill.

62. Our friends went to Chicago yesterday, but they will return some time next week.

63. Livingstone taught himself Latin grammar.



64. They fought like brave men, long and well.
65. Sometimes his voice would deepen like the sound of distant thunder.
66. A thing worth doing at all, is worth doing well.
67. That is like working without receiving reward.

#### 4. INDEPENDENT ELEMENTS.

Point out the Independent Elements:—

1. "Flow gently, Sweet Afton, among the green braes."
2. To sum up, there was none of them correct.
3. On! on! exclaimed the hero.
4. Why! did he do that?
5. The child, strange as it seems, was not injured.
6. No, it was not so bad as that.
7. O Rome! my country! city of the soul.—*Byron*.
8. John, will you close the door?
9. There is no doubt that it is true.
10. Arches on arches! as it were that Rome,  
Collecting the chief trophies of her line,  
Would build up all her triumphs in one dome —  
Her Colliseum stands.—*Byron*.

#### VERBALS.

Classes,—Participles and Infinitives.

##### *Uses of the Participle.*

##### 1. Modifiers.

Adjective modifier.

The army, *defeated*, fell back.

Adverbial modifier.

*Having received assistance*, he continued his studies.

2. Complements.  
Object Complement.  
We should avoid *giving offense*.  
Subjective Predicate Adjective.  
The child lay *sleeping*.  
Subjective Predicate Noun.  
His great pleasure is *skating* on the lake.
3. Subject.  
*Hearing the result* did not discourage him.
4. Appositive.  
It is pleasant, *learning to row*.
5. Principal word in a Prepositional Phrase.  
We receive good by *doing good*.
6. Independent.  
*Speaking of books*, do you like Ramona?
7. Indirect Object.  
That is like *working* without reward.
8. Adverbial Noun.  
A thing worth *doing* at all is worth *doing* well.

### *Uses of the Infinitive.*

1. Modifiers.  
Adjective modifier.  
That is a trap *to catch rabbits*.  
Adverbial modifier.  
I called *to see you*.
2. Complements.  
Object Complement.  
They expect *to know the truth*.  
Subjective Predicate Adjective.  
He seems *to be diligent*.  
Subjective Predicate Noun.  
Our wish is *to see the picture*.

## 3. Subject.

*To be happy* is our duty.

## 4. Appositive.

It is a great pleasure, *to read good books*.

## 5. Principal word in a Prepositional Phrase.

He asks nothing but *to know the facts*.

## 6. Independent.

*To be honest*, he is a rogue.

### *Change the Participles and Infinitives to Clauses.*

1. The lady *singing* is my friend.
2. *Hearing the signal*, he started up.
3. It was money *laid* away for his use.
4. The message *sent* yesterday, was received.
5. The battle once *lost* could not be won again.
6. *Having finished the work*, he went away.
7. That picture, once *seen* can never be forgotten.
8. What person, *knowing this*, can believe him guilty?
9. We called *to get the book*.
10. The soldiers, *wounded and dying*, lay on the field.
11. *Having completed his studies*, he returned home.
12. They have nothing *to ask*.

### Infinitives without the sign *to* expressed.

Please *bring* me the book.

Let my people *go*.

Dare they *say* he will not do it?

You need not *wait* for us.

### QUESTIONS.

Distinguish between the participle used as a *mere* noun and the participial noun.

He teaches *singing*.

He enjoys *reading aloud*.

Distinguish between the participle used as a mere adjective and the participial adjective.

The *singing* bird is beautiful.

The bird *singing in the tree* is beautiful.

How may participles be changed to adjective or adverbial clauses? Define infinitive and participial phrases. When is the infinitive used without the sign "to" expressed? Give examples of all the uses of the infinitive and participle.

NOTE.—The infinitive and participle as predicate of the *abridged clause* will be discussed under that head.

### USES OF THE PARTICIPLE.

#### *Analyze the Sentences:—*

1. Listening to good music is very enjoyable.
2. I heard the whistling.
3. The music is entertaining.
4. True worth is in being, not seeming.
5. The wounded were taken to the hospital.
6. Making promises is not keeping them.
7. Buying goods on credit caused his failure.
8. Such a story was not worth relating.
9. The speakers were received with ringing cheers.
10. The bell ringing from the steeple aroused the people.
11. Toiling, rejoicing, sorrowing,  
Onward through life he goes.—*Longfellow*.
12. The trench dug across the street is full of water.
13. Completely exhausted, we could go no farther.
14. Have you ever tried modeling in clay?
15. Her greatest joy is doing good to others.
16. Nature is best conquered by obeying her.
17. It was a real pleasure, climbing the mountains.

18. He comes attended by his friends.
19. The Indian, having warned them by these words, departed.
20. The car came rattling along.
21. What person, seeing this, does not blush?
22. Across the ocean came a pilgrim bark bearing the seeds of life and death.
23. The bridge was only loose planks, laid upon large trestles.
24. He lived retired from the busy world, devoted to study and meditation.
25. And children coming home from school  
Look in at the open door.—*Longfellow*.
26. We went into a dingy room lined with books and littered with papers.
27. Putting self in second place  
Yields a wealth of gentle grace.—*Kingle*.
28. Animated by the hope of winning the victory, the soldiers marched on.
29. Here I shall behold the rising of the great light.
30. He lived unnoted by the world.
31. Admitting a wrong will not make it right.
32. The miser kept grubbing and saving and starving.
33. That kind of work is worth doing well.
34. That new book is well worth reading.
35. Talking of exercise, do you enjoy tennis?
36. The Coliseum was capable of seating ninety thousand persons.
37. The fat of the body is fuel laid away for use.
38. Reading aloud is an accomplishment.
39. That is like paying for a thing and not getting it.
40. The setting of a great hope is like the setting of the sun.
41. Time misspent is time lost.

42. One may become a good writer by studying the works of good authors.
43. The farmer having caught the boys stealing fruit, punished them.
44. By reporting the news he made himself famous.
45. It was very pleasant, visiting the old ruins at Kenilworth.
46. It seemed like the ceasing of exquisite music.
47. The book received yesterday was read with care.
48. The dog lay sleeping in the sun.
49. Soldiers came riding over the hill.
50. It was not worth thinking about.
51. The tombs were often hollow places hewn out of the rock.
52. Having lost our guide, we returned to the village.

#### USES OF THE INFINITIVE.

#### *Analyze the Sentences:—*

1. To speak truly, I did not know him.
2. He failed to keep his pledge.
3. To be happy is our duty.
4. He tried to write a description of the object.
5. To be entirely just is almost impossible.
6. It is not the way to right a wrong, to tell lies about it.
7. He wished to appeal to Caesar.
8. No way remained to him but to go on.
9. We shall strive to please you.
10. To reign is worth ambition.
11. To breathe this mountain air is delightful.
12. The child wishes to tell the story of Hiawatha.
13. His only desire is to see them happy.
14. His desire to know the facts prompted the search.



15. To be sure, he did not expect to go so soon.
16. I loved to study in the garden.
17. I should like to read the book.
18. He is much to be censured for his behavior.
19. To be plain, he is not to be trusted.
20. He did nothing but complain about it.
21. The lady seems to be worthy of the place.
22. We called to see you yesterday.
23. We shall endeavor to do our best.
24. To waste time in youth is to want it in old age.
25. Please do me the favor.
26. Please go with me to get the book.
27. Who does not love to hear good music?
28. To obey is sometimes better than to command.
29. This will be a hard lesson to learn.
30. It is sinful to speak deceitfully.
31. He is about to sell his farm.
32. He has the courage to venture.
33. All things went to suit me.
34. It is not all of life to live nor all of death to die.
35. No way remained but to stay there until nightfall.
36. Several attempts to assassinate William the Silent were unsuccessful.
37. It is natural to believe in great men.
38. It is always safe to learn, even from our enemies.
39. It is folly to think of that now.
40. To obey his commandments is to honor God.
41. Please remember to prepare the work carefully.
42. It is easy to sugar to be sweet and to niter to be salt.—  
*Emerson.*
43. None named him but to praise.
44. Nature and fortune joined to make him great.
45. It was just the place to go for the summer.

46. Your friends called to inquire for you, and will come to see you to-morrow.
47. We expect to know the result soon.
48. Harmony seemed to reign throughout the country.
49. It is his wish to go to Oxford to study.
50. The men refused to go to work again.
51. To foresee consequences is to be wise.
52. He did nothing but waste his time.
53. To falter now is to exhibit the greatest weakness.
54. To speak truly, it seemed useless to do the work.

## MISCELLANEOUS SENTENCES ON VERBALS.

1. We learn to do by doing.
2. The wise and active conquer difficulties by daring to attempt them.
3. Expecting to receive a letter telling me of the accident, I waited a day later.
4. The package received yesterday, is to be sent to the missionaries working in India.
5. They scattered in dismay only to gather together again, reinforced by several hundred.
6. Enraptured with the beautiful scenery, he determined to explore the country.
7. It was like trying to catch fish with a pin-hook.
8. We promised to be there ready to receive any person coming from the camp.
9. There seems to be no danger of applying this rule too rigidly.
10. Sir Philip Sidney was said to be the finest gentleman in England.
11. The reward of one duty performed, is the power to fulfill another.—*George Eliot.*

12. He dared not refuse, and consented, after trying to make a few vain excuses.

13. I love to watch the clouds go sailing by.

14. Hearing a ship pounding on the rocks, he went to help the sailors.

15. It is human nature to take delight in exciting admiration.

16. Not to wear one's best things every day is a maxim of New England thrift.

17. He had nothing to do but to spend the money left him by his father.

18. Authors must not, like Chinese soldiers, expect to win victories by turning somersets in the air.—*Longfellow*.

19. He woke to die midst flame and smoke,  
And shout and groan and saber-stroke,  
And death shots falling thick and fast.—*Halleck*.

20. We have come to acknowledge the aid imparted and to own the important part taken by the naval ships of both countries.

21. To refuse to do a bad thing is to do a good one.

22. Exhausted, I lay down on the ground to wait their coming.

23. The listening crowd waited to hear the last word.

24. To be sure, it was only a pretext for removing the old house.

25. The firm expects to be moving out to-morrow.

26. The atrocious crime of being a young man, I shall attempt neither to palliate nor deny.—*Pitt's Reply to Walpole*.

27. She stood before her father's gorgeous tent.  
To listen for his coming.—*N. P. Willis*.

28. The beggar, on receiving it, poured forth blessings without number.

29. He woke to hear his sentries shriek,  
To arms! they come! the Greek! the Greek!—*Halleck*.
30. This is not to be obtained by one or two hasty readings.
31. The country has nothing to fear from a man of his character.
32. Her work, teaching music, she seems to enjoy.
33. The boy came running to meet us.
34. He was about to return to his native land.
35. Cornwallis was surprised to hear firing in the direction of Princeton.
36. The change brought by these years is too remarkable to be passed over without commenting upon it.
37. He is about to start to the mountains to spend a month in hunting and fishing.
38. Having been absent yesterday, he finds the lesson difficult to learn.
39. After pounding away for some time, the bird stopped to rest.
40. Teach me to feel another's woe.
41. See, winter comes to rule the varied year,  
Sullen and sad with all his rushing train.
42. They wish to make a good showing, to enable them to retain the leadership.

## ADDITIONAL EXAMPLES.

1. He can show his moral courage, only by daring to do right.
2. I rambled in the woods to observe the habits of countless feathered multitudes abounding on every side.
3. "A falcon, towering in her pride of place,  
Was by a mousing owl hawked at and killed."
4. To try to do one's work well and to be happy in doing it is one way to bless mankind.

5. A veil of doubt and mistrust came over their faces, like a fog, creeping up from the marshes to hide the hills.—*Henry Van Dyke*.

6. The child looked up and smiled, stretching out its rosy hands to grasp the bright gold.

7. "O, it is excellent,  
To have a giant's strength; but it is tyrannous  
To use it like a giant."

8. True knowledge consists in knowing how to do the right thing at the right time.

9. The Prodigal Son did well to repent and return to his home.

10. It was Napoleon endeavoring to advance again, mighty somnambulist of a vanished dream.—*Victor Hugo*.

11. The falling tree seemed to attract the attention of those standing near.

12. So to live is heaven:  
To make undying music in the world.—*George Eliot*.

13. Go forth to meet the solemnities and to conquer the trials of existence, believing in a Shepherd of your souls.—*S. A. Brooke*.

14. In speaking to children we should endeavor to avoid all confusing terms.

15. Pleased to be at home again, he sat for hours telling them stories of sea-life.

16. Nature has taken especial pains to enable the owl to fly softly and silently.—*Burroughs*.

17. Then I saw the gardens and orchards of Damascus, watered by the streams of Abana and Pharpar, with their sloping swards inlaid with bloom and their thickets of myrrh and roses.—*Henry Van Dyke*.



18. It is worth while, in the days of our youth, to strive hard for great discipline, to pass sleepless nights for it, to give up for it laborious days, to spurn for it present pleasures, to endure for it afflicting poverty.—*Sydney Smith*.

19. Calm, strong, and nobly aglow with love of country, he has no need of going into paroxysms in order to prove his sincerity.—*Boyesen*.

20. Restless, sleepless, unable to read, tired of sitting, driven on by the desire to get rid of his own thoughts, he started out to walk.—*Allen*.

21. "Refreshed and replenished by the silver stream of inspiration, the pulpit has steadily marched through the succeeding periods of the world's history, tearing down the bulwarks of bigotry, error and superstition."

22. In that calm Syrian afternoon, memory, a pensive Ruth, went gleanng the silent fields of childhood, and found the scattered grain still golden and the morning sunlight fresh and fair.—*Curtis*.

This sentence may be said to contain an *Abridged Clause*.

### ADJECTIVE CLAUSE.

#### Use.

Adjective modifier.

I rank him with men *who speak for justice*.

#### *Classified According to Meaning.*

##### 1. Restrictive Adjective Clauses.

We saw the picture *that you bought*.

That is the child *whose book is lost*.

The lady *whom you saw*, is my friend.

##### 2. Non-Restrictive Adjective Clauses.

He gave a glass of water, *which the soldier drank eagerly*.

We met a policeman, *who directed us*.



*Connectives.*

## 1. Relative Pronouns.

Who, which, that, as, and but, with the forms of the first three.

The man *who* is diligent will succeed.

He is not the man *that* he should be.

She is the musician *whom* we heard.

Blessed is he *whose* transgressions are forgiven.

That is the book to *which* you referred.

Such *as* came were satisfied.

There is no one *but* should be happy.

## 2. Relative Adverbs.

Where, when, whereon, wherein, etc.

That is the city *where* they live.

## QUESTIONS.

Show that the relative adverb is equivalent to a prepositional phrase whose base is a relative pronoun.

That is the place *where* they should meet.

That is the place *in which* they should meet.

Show that the relative pronoun has the office of *connective* and of pronoun in the same sentence. Also that the relative adverb has the office of connective and adverb in the same sentence.

Form sentences using the relative pronouns and relative adverbs in sentences. Pay especial attention to *as* and *but* as relative pronouns. Consult references for the adjective clause as *restrictive* or *non-restrictive*.

Analyze the following sentences, giving especial attention to the clauses and connectives:—

## 1. And every body praised the Duke.

Who this great fight did win.—*Southey*.

2. The place in which the impeachment of Warren Hastings was conducted, was worthy of such a trial.—*Macaulay*.
3. He led on; but thoughts  
Seemed gathering round which troubled him.—*Willis*.
4. The larger life which some have lived could not be sought by him.
5. There is no one here but remembers him that day.
6. She gave me such flowers as her garden produced.
7. Such is the tale which the settlers tell.
8. Is that the man of whom you spoke?
9. They are never alone that are accompanied with noble thoughts.—*Sir Philip Sidney*.
10. They also serve, who only stand and wait.
11. He is not the captain that he should be.
12. He is not the man that I thought he was.
13. That is the artist whom you saw last week.
14. He is a person whose integrity is unquestioned.
15. That is a person to whom much can be trusted.
16. Such as are virtuous are happy.
17. As many as came were satisfied.
18. There is no one but should be happy.
19. That is the place where the violets grow.
20. Each man whom I saw had a musket.
21. That is the moment when we must leave.
22. Your life should be like a snow-flake, which leaves a mark but not a stain.
23. He returned to the place where he spent his childhood.
24. Such books as I have, I am willing to lend.
25. I hold the same opinion as my father.
26. There was not one present but wished himself away.
27. The moment one task is done, we must begin another.

28. That is no true alms which the hand can hold.  
He gives nothing but worthless gold,  
Who gives from a sense of duty.—*Lowell*.
29. Render therefore unto Caesar the things which are  
Caesar's, and unto God the things which are God's.
30. He is below himself that is not above an injury.
31. We shall be called upon to bear nothing that has not  
been borne before.
32. Words, looks, steps and actions form the alphabet by  
which you may spell character.
33. Men become like that which they love.
34. "Every effort we make for the happiness of others, lifts  
us above ourselves."
35. Laws are like cobwebs, where the small flies are caught  
and the great break through.—*Bacon*.
36. The moping owl does to the moon complain  
Of such as, wand'ring near her secret bower,  
Molest her ancient solitary reign.—*Gray*.
37. We visited the house where Ruskin lived.
38. There are times when the brain is tired with study and  
thinking.
39. He gave a good analysis of the book he had read.
40. Have you forgotten all the blessings you have enjoyed?
41. Those persons are most honored whose lives most  
deserve it.
42. He is a hero staunch and brave,  
Who fights an unseen foe.
43. I wandered lonely as a cloud  
That floats on high o'er vales and hills.—*Wordsworth*.
44. Read from some humbler poet,  
Whose songs gushed from his heart.—*Longfellow*.
45. Not a soldier discharged his farewell shot,  
O'er the grave where our hero was buried.—*Wolfe*.

46. Grass overgrows the spot where the pride and power and wealth of Rome sat down to its barbarous entertainment.

47. I have but one lamp by which my feet are guided, and that is the lamp of experience.—*Patrick Henry*.

48. "We have done everything that could be done to avert the storm which is now coming on."

49. We cannot wholly silence the monitor within us.

50. Wonderful were the means by which those schemes were accomplished.

51. Upon the whole, there was in this man something that could create, subvert or reform.—*Grattan*.

52. The love of fame is the last weakness which is resigned, even by the wise.

53. A man who can not mind his own business is not to be trusted with the king's.

54. Office confers no honor on a man who is worthy of it.—*Holmes*.

55. They must upward still and onward who would keep abreast of truth.—*Lowell*.

56. Napoleon's troops fought in bright fields where every helmet caught some beams of glory.—*Napier*.

57. But in Hampden and in Hampden alone were united all the qualities which at such a crisis were necessary to save the state.—*Macaulay*.

58. Go back to the place whence you came.

59. There is a tide in the affairs of men,

Which, taken at the flood, leads on to fortune.

—*Shakespeare*.

60. "There was a time when meadow, grove and stream  
The earth and every common sight

To me did seem

Appareled in celestial light."

61. How sleep the brave who sink to rest,  
By all their country's wishes blest.—*Collins*.

62. "In the lexicon of youth, which fate has reserved for a bright manhood, there is no such word as *fail*."

63. Great peace have they that love Thy law: and nothing shall offend them.

### ADVERBIAL CLAUSE.

#### *Use.*

Adverbial modifier.

Fools rush in *where angels fear to tread*.

#### *Connectives.*

Subordinate Conjunctions.

If, than, for, before, that, as, because, since, etc.

We will go, *if* they come.

He studies diligently, *that* he may succeed.

Conjunctive Adverbs.

When, where, why, how, whenever, wherever, etc.

*When* the time comes, it must be done.

This will show you *why* it is true.

#### *Clauses divided according to meaning.*

1. Time.

They went *when the sun rose*.

2. Place.

Man's treasure is *where his heart is*.

3. Manner.

He did *as he was told*.

4. Condition.

John will go *if his brother does not*.

5. Concession.

*Though he is diligent*, he does not succeed.

## 6. Cause.

He came *because they sent for him.*

## 7. Purpose.

The miser lives *that he may hoard money.*

## 8. Degree.

His work is better *than this.*

## 9. Result.

I am so tired *that I can not stand.*

Analyze the following sentences, giving particular attention to the Adverbial Clauses.

1. Work while daylight shines.

2. When the robin sings, we know the spring is here.

3. We can not write well until we have read the best authors.

4. Contentment is better than wealth.

5. He became rich, because he attended to his business.

6. "Keep thy heart with all diligence; for out of it are the issues of life."

7. Arts still followed where Rome's eagles flew.

8. Speak the speech as I tell you.

9. We punish a man that he may offend no more.

10. Although the work was hard, he did it with a will.

11. The more I read Browning, the better I like him.

12. Language was given us that we might say pleasant things to each other.

13. "Whither I go, ye can not come."

14. Since you say so, I must believe it.

15. Go now, whenever you are ready.

16. There is no man too bad to respect the good when he sees it.

17. Where nature bestows genius education will give accomplishments.



18. Christianity has carried civilization along with it, wherever it has gone.

19. "Habit is a cable. We weave a thread of it each day until it becomes so strong we can not break it."

20. The mind shall banquet, though the body pine.

21. If you have called a man ungrateful, you have called him everything that is base.

22. Our food is always sweet, because we earn before we eat.

23. The less desire we have for honor and favors, the happier we shall be.

24. Wisdom is often nearer when we stoop than when we soar.

25. He can do the work well, provided he will take time enough to do it.

26. Confidence can not dwell where selfishness is porter at the gate.

27. They deserved the respect of their fellow-townsmen, for they were good men as well as brave.

28. Our talents were given us, that we might use them well.

29. His words were shed softer than leaves from the pine,  
And they fell on Sir Launfal as snows on the brine.  
—Lowell.

30. While I was looking at the pigeons, a flock of wild geese went by, harrowing the sky northward.—Burroughs.

31. The good general was as frightened as a truly brave man can be.

32. I saw him once before,  
As he passed by the door.

—Holmes.

33. Trifles lighter than straws are levers in building character.

34. Rectitude of will is a greater ornament than brightness of understanding.

35. The best servant I ever had is myself, for he always obeys me.

36. Henceforward, listen as we will,  
The voices of that hearth are still.  
Look where we may the wide earth o'er,  
Those lighted faces are no more.

—*Whittier.*

37. The youth redoubled his exertions for they were approaching the most dangerous part of the river.

38. On the same evening, after he had finished his day's work, he obtained a small text-book on astronomy.

39. Wherever the bamboos are found in abundance, the natives apply them to a variety of uses.

40. If Right made Might, in every fight,—  
The world would be the better for it.

41. The crowd was so great that the judges with difficulty made their way through it.

42. A wise man values content more than riches.

43. We love prosperity as well and wisely as we endure misfortune.

44. Every word in that paper is so important that we should carefully consider it.

45. Be not weary in well doing, for in due season ye shall reap if ye faint not.

46. "Don't look for the flaws as you go through life."

47. Though the difficulty is great, it will vanish.

48. "We tell thy doom without a sigh.  
For thou art Freedom's now, and Fame's."

49. If we fail, it can be no worse for us.

50. When I am in a serious humor, I very often walk by myself in Westminster Abbey.—*Addison.*

51. I will not sit unconcerned while my liberty is invaded.  
—*Pitt.*

52. "Few, few shall part where many meet."

53. Cromwell followed little events before he ventured to govern great ones.

### NOUN CLAUSE.

#### Uses.

1. Subject.

*That you are right* is evident.

2. Object Complement.

I know *that you are right*.

3. Subjective Complement.

The fact is *that Columbus discovered America*.

4. Appositive.

It is true, *that he was the speaker*.

5. Object of the Preposition.

Have birds any sense of *why they sing*?

6. Subject of a verbal in an abridged clause which is used adverbially.

*That he is innocent being proved*, he may be released.

#### Connectives.

1. Introductory conjunction.

That, whether, if, lest.

We know *that* the rose is beautiful.

I fear *lest* he wait.

They do not know *whether* she will sail Monday or Tuesday.

2. Conjunctive Pronoun.

Who, which, what, whose, etc.

We know *who* will succeed.

They did *what* was right.

## 3. Conjunctive Adjective.

Which.

They know *which* book is best.

## 4. Conjunctive Adverb.

Where, when, why, whereof, whenever, etc.

We saw *where* they were.

They know *why* the birds sing.

*Noun uses of the Conjunctive Pronoun in the clause.*

## 1. Subject.

They know *who* did the work.

## 2. Subjective Complement.

We know *who* it was.

## 3. Object Complement.

We know *whom* you saw.

## 4. Possessive Modifier.

He saw *whose* work it was.

## 5. Base of a Preposition.

I do not know *whom* he alluded to.

EXERCISES FOR ANALYSIS.

*Noun Clause.*

1. Our friends remembered what he said of himself.
2. You may give him whichever he wants.
3. Whichever road you take will bring you home.
4. Your neighbor should be whomever you can help.
5. I know not what others may do.
6. The teacher showed me wherein I had erred.
7. Socrates said, I have endeavored throughout my life,  
to do nothing unjust.
8. The fact is that Charles Lee was a traitor.
9. It is known that Charles Lee was a traitor.

10. You said nothing about why you were going.
11. I am not satisfied that this is authentic.
12. Do you know why the birds are singing?
13. Did he say which boy would do the work?
14. Who the lady is was not known.
15. I did not know what the speaker said.
16. He does not know whose book it is.
17. I do not know of whom he is speaking.
18. The child asked why the children were singing.
19. The last words of Nelson were, "I have done my duty and I thank God for it."
20. It must be that nature is directed by an infinite power.
21. The man is certain that his course is without danger.
22. Greater love hath no man than this, that a man lay down his life for his friends.
23. It is true, that the winter gives attractions to the city, in endless meetings, lectures and concerts.
24. Andre told them (Paulding, Williams and Van Wert) he had a pass to White Plains, on urgent business from General Arnold.
25. It appears to me that winter comes to relieve the year of satiety.
26. Do you ever wonder why poets talk so much about flowers?—*Holmes*.
27. The secret of most men's misery is, that they are trying to please themselves.—*F. D. Maurice*.
28. Our times are in His hand  
Who saith, A whole I planned.—*Browning*.
29. What I must do, is all that concerns me.—*Emerson*.
20. Life! I know not what thou art.
31. Tell if you can, what is it to be wise.—*Pope*.
32. Whether habits grow upon a man, need not be asked.

33. That his cause is just is acknowledged by all.
34. I do not know whether he will go today or tomorrow.
35. We feared lest he might be detained too long.
36. How much the nation's strength has been impaired can hardly be imagined.
37. He feared to tell her it was her duty to go.
38. We are not certain that an open sea surrounds the pole.
39. Believing that you are right does not make it so.
40. How wide do you think the Pacific Ocean is?
41. Whoso keepeth the law is a wise son.
42. Shame may restrain what law does not prohibit.
43. Consider well what your strength is equal to, and what exceeds your ability.—*Horace*.
44. Breathes there a man with soul so dead,  
Who never to himself hath said—  
"This is my own, my native land?"—*Scott*.
45. They will do whatever seems best to do.
46. I know not where His islands lift  
Their fronded palms in air;  
I only know I cannot drift  
Beyond his love and care.—*Whittier*.
47. John Quincy Adams's last words were,—“This is the last of earth; I am content.”
48. Know well, my soul God's hand controls  
Whate'er thou fearest.—*Whittier*.
49. Nobody knew how the fisherman brown,  
With a look of despair that was half a frown  
Faced his fate on that furious night.—*Lucy Larcom*.
50. It is the sign, he said. The King is coming and I will go to meet him.—*Henry van Dyke*.



51. Books, we know, are a substantial world, both pure and good,  
Round which, with tendrils strong as flesh and blood,  
Our pastime and our happiness can grow.—*Wordsworth*.
52. "Shall I have naught that is fair? saith he,  
Have naught but the bearded grain?"
53. I think the statements made by the speaker are entirely correct.
54. Mete it is I set it down.  
That one may smile and smile and be a villian.—*Shakespeare*.
55. Say now the world does not move! It strides with seven-league boots where only it has a man to lead the way.—*Jacob A. Riis*.
56. In his last hours, Wolsey said,  
"Be just and fear not;  
Let all the ends thou aim'st at be thy country's,  
Thy God's and truth's."—*Shakespeare's "Wolsey."*

### ABRIDGED CLAUSE.

#### *Kinds of Abridged Clauses.*

1. Infinitive Clause.
2. Participial Clause.

#### *Uses of the Infinitive Clause.*

1. Subject.  
*He was ordered to go at once.*
2. Object Complement.  
*We wish him to be elected.*
3. Base of a Preposition.  
*We waited for them to come.*

### *Uses of the Participial Clause.*

1. Subject.

*His being present* caused the disturbance.

2. Object Complement.

We saw *Mary studying her lessons*.

3. Base of a Preposition.

They did not know of *his going*.

4. Adverbial Modifier.

*Spring having come*, the birds sing.

### *Subjects in the Infinitive Clause.*

The subject of an infinitive is in the *objective* case, with one exception.

*He* is expected *to be elected*. In this sentence, *He to be elected*, is the Infinitive clause used as subject of the passive verb *is elected* and "*He*" is in the nominative case. The sentence with the verb in the active voice will be,—We expect *him to be elected*.

### *Subjects in the Participial Clause.*

The subject of the Participial clause may be in the nominative, possessive or objective case.

#### *Nominative Case.*

The *child* having been studious, he was promoted.

#### *Possessive Case.*

*His* being proficient caused his promotion.

I am not certain of *his* being there.

#### *Objective Case.*

We found our *friends* waiting for us.

## QUESTIONS.

Show the difference between the *objective complement* and the *abridged clause*.

They elected John *captain*.

They found *the report to be true*.

Show that the abridged clause used as object complement, is considered by some authors as the object and objective; as, in the sentence above, '*report*' is used as object and '*to be true*' as objective complement. Why is the subject of the abridged clause in the nominative, possessive or objective case? How does the abridged clause differ from the unabridged clause? Why does it have no connective?

## EXERCISES FOR ANALYSES.

1. I believe him to be honest.
2. He is believed to be honest.
3. They had believed him to be the author of the book.
4. I know that to be a good book.
5. He is a judge whom I know to be honest.
6. Does he know whom he can get to take the place?
7. She is a person who is known to be just.
8. Your parents expect you to go to college.
9. Our friends asked us to go with them to see the old Moorish castle.
10. Let us try to do our very best, every day.
11. They saw the sailor climb the rope.
12. No time is too short for the wicked to injure their neighbors.
13. It is impossible for some authors to see beauties in another's work.

14. He allowed small failings to deface an amiable character.
15. Does good-breeding make the tongue falsify the heart?
16. The food being exhausted, the city surrendered.
17. Emerson tells us to hitch our wagon to a star.
18. For a man to love his work is a duty.
19. Let us do and say nothing untrue.
20. On our returning home we found our friends impatiently waiting for us.
21. The officer commanded the prisoner to surrender.
22. They insisted on his following them.
23. Her meeting them was very fortunate.
24. We desired him to go home.
25. I am not sure of his being there tomorrow.
26. The jury believed him to be guilty.
27. The rain having ceased to fall, we look for a rainbow.
28. His buying goods on credit caused him to fail.
29. A storm having arisen, we were driven into the harbor.
30. They expect Harry to give the address of welcome.
31. The general commanded the army to march.
32. Some suppose the planets to be inhabited.
33. His admitting the fact will not affect the argument.
34. The man saw the soldier dying.
35. He felt the boat sinking.
36. Did you wait for us to come?
37. He was believed to be guilty.
38. Let us go home at once.
39. "Let man, who hopes to be forgiven  
Forgive and bless his foe."
40. This point having been ascertained, General Howe moved his army up the East River.
41. "Let the dead past bury its dead."

42. They being with us at the time, I was encouraged to go on.

43. If you wish a thing to be well done do not expect others to do it.

44. Never let a difficulty stare you out of countenance.

45. My story being done,

She gave me for my pains a world of sighs.

—*Shakespeare.*

46. His success depends upon his remaining true to his principles.

47. We wish you to enjoy the pleasure of hearing her sing.

48. I count this thing to be grandly true

That a noble deed is a step toward God.—*Holland.*

49. Harry having been detained by the accident he lost the opportunity of seeing his friends.

50. To keep a secret is wisdom; but to expect another to keep it is folly.—*Holmes.*

51. For a man to forget the friends of his childhood is base.

52. I know it is a sin

For me to sit and *grin*

At him here.—*Holmes.*

53. If any man would come after Me, let him deny himself and take up his cross and follow Me.

54. Our guide having returned, he wished us to go on, but the air was too chill for us to go higher.

55. It is as easy now for the heart to be true

As for grass to be green or skies to be blue.—*Lowell.*

56. Have you seen the humming-bird probe the bell of the white-lipped morning glory?—*Holland.*

57. Let him make up his mind to do it now.

## Analyze the following Complex Sentences:

1. To assume that a person is guilty of an offense because appearances are against him is manifestly unjust.
2. I may speak of fame as Falstaff did of honor.
3. Did you know the person to whom he was speaking?
4. Whoever can be his own master should not be the servant of another.
5. Whatever you do, do quickly.
6. Did your friend say when she should return?
7. The Holy Supper is kept, indeed  
In whatso we share with another's need.—*Lowell*.
8. Carlyle said, "A man without a purpose is like a ship without a rudder."
9. He who resolves to do right has God on his side.
10. More things are wrought by prayer than this world dreams of.—*Tennyson*.
11. The books which help you most are those which make you think most.—*Theodore Parker*.
12. It is better to be alone than in bad company.
13. If the book is in the library, you may read it.
14. Our friends say they will go to-morrow, provided the weather is fair.
15. It must not be supposed that the Italians hate the Austrians as individuals.—*Howells*.
16. While stands the Coliseum, Rome shall stand,  
When falls the Coliseum, Rome shall fall.—*Byron*.
17. And there they stand, as stands a lofty mind,  
Worn, but unstooping to the baser crowd.—*Byron*.
18. You think because my life is rude,  
I take no note of sweetness.—*Whittier*.
19. A man should never be afraid to own that he has been in the wrong.



20. We sometimes take great pains to persuade others that we are happy.
21. Knowledge is the result of what we, ourselves, have felt, thought or done.
22. Whatever is most beautiful is most noble.
23. As pride is sometimes hidden under humility, so idleness is often covered by turbulence and hurry.
24. Whosoever is choice of his time will also be choice of his company.
25. I cannot feel that thou art far  
Since near at need the angels are.—*Whittier*.
26. How many a poor one's blessing went  
With thee beneath the low green tent  
Whose curtain never outward swings.—*Whittier*.
27. My early life ran quiet as the brooks by which I sported.—*Kellogg*.
28. We look before and after  
And pine for what is not.—*Shelley*.
29. We do pray for mercy;  
And that same prayer doth teach us all to render  
The deeds of mercy.—*Shakespeare*.
30. O yet we trust that somehow good  
Will be the final goal of ill.—*Tennyson*.
31. Take the wings  
Of morning, and the Barcan desert pierce,  
Or lose thyself in the continuous woods  
Where rolls the Oregon.—*Bryant*.
32. Let us, if we must have great actions, make our own so.—*Emerson*.
33. The rose is fairest when 'tis budding new.—*Scott*.
34. The report was that he would enter the army.

35. I well believe that ne'er before  
Your foot has trod Loch Katrine's shore.—*Scott*.
36. Patience is so like fortitude that she seems either her  
sister or her daughter.
37. It is not known who wrote the book of Job.
38. That is the man, who I think will give the address.
39. To know just what is right at all times is not possible.
40. Am I my brother's keeper? was the question asked by  
the guilty Cain.
41. Whoever outstrips his own errors must run well.
42. Labor shuts the door and closes all the avenues where-  
by temptation may enter.
43. The more a man strives to overtake fame, the sooner  
will he lose her.
44. Know ye the land where the cypress and myrtle  
Are emblems of deeds that are done in their clime?—  
*Byron*.
45. There is a power whose care  
Teaches thy way along that pathless coast.—*Bryant*.
46. Shall I ask the soldier who fights by my side in the  
cause of mankind, if our creeds agree?—*Tom Moore*.
47. So near is grandeur to our dust,  
So near is God to man,  
When duty whispers low, "Thou must,"  
The soul replies, "I can."—*Emerson*.
48. You never can tell what your thoughts will do in  
bringing you hate or love,  
For thoughts are things, and their airy wings are swifter  
than carrier doves."—*Ella Wheeler Wilcox*.
49. But half of our heavy task was done.  
When the clock struck the hour for retiring.—*Chas.*  
*Wolfe*.

50. Take thy banner!—and if e'er  
Thou shouldst press a soldier's bier,  
And the muffled drum should beat  
To the tread of mournful feet,  
Then this crimson flag shall be  
Martial cloak and shroud to thee.  
And the warrior took that banner proud  
And it was his martial cloak and shroud.—*Longfellow*,  
“*Banner of Pulaski.*”

## MISCELLANEOUS EXAMPLES FOR ANALYSIS

1. Joy, joy! forever. My task is done—  
The gates are passed and heaven is won.—*Tom Moore*.
2. The work must be done else the reward can not be obtained.
3. “Happiness grows at our own fireside, and it is not picked in strangers’ gardens.”
4. There is in man a Higher than love of happiness; he can do without happiness, and instead thereof find blessedness.—*Carlyle*.
5. I pray the prayer of Plato old—  
God made thee beautiful within  
And let thine eyes the good behold  
In everything save sin.—*Whittier*.
6. “The king has come to marshall us, in all his armor drest,  
And he has bound a snow-white plume upon his gallant crest.”
7. Recollect that trifles make perfection and that perfection is no trifle.
8. Not only am I instructed by this exercise, but I am also invigorated.

9. This part of knowledge has been growing and it will continue to grow till the subject is exhausted.

10. I hate a fellow whom pride or cowardice or laziness drives into a corner, and who does nothing when he is there but sit and growl.

11. Somewhere above us in elusive ether, lives the fulfillment of our dearest dreams.

12. My son, observe the postage stamp. Its usefulness depends upon its ability to stick to one thing until it gets there.—*Josh Billings.*

13. Let there be many windows to your soul,  
That all the glory of the universe  
May beautify it.—*Ella Wheeler Wilcox.*

14. A foot more light, a step more true,  
Ne'er from the heath flower dashed the dew.—*Scott.*

15. A great many books are not worth reading at all.

16. To have what we want is riches, but to be able to do without it is power.—*Mac Donald.*

17. The sergeant, seeing these things, told him secrets generally hid from young officers.—*Kipling.*

18. Born in the country, he was ignorant as a signpost of what came out of the soil.—*Jas. T. Field.*

19. It is an old saying, that as a tree's inclined, so will it grow.

20. We believe that woman will bless and brighten every place she enters, and that she will enter every place on the round earth.—*Frances E. Willard.*

21. The life of the Great Napoleon in its greatest days had been devoted to the one purpose of humiliating England.—*McCarthy.*

22. Never forget that the only indestructible material in destiny's fierce crucible is character.—*Frances E. Willard.*

23. Cromwell, I charge thee, fling away ambition;  
By that sin fell the angels, how can man, then,  
The image of his Maker, hope to win by it?—*Shakespeare's "Wolsey."*
24. Seest thou nothing else, Rebecca, by which the Black Knight may be distinguished?—*Scott.*
25. "Master," replied the beggar, "I like your frankness much."
26. Who steals my purse steal trash.—*Shakespeare.*
27. The next day when I passed, the room appeared as usual.
28. I thank God, that, if I am gifted with little of that spirit which is able to raise mortals to the skies, I have yet none of that other spirit which would drag angels down.—*Webster.*
29. The Venus of Milo is only a combination of the most perfect natures which the sculptor found in a dozen or a hundred human beings.
30. "There is one certain means," replied the Prince, "by which I can be sure never to see my country's ruin—I can die in the last ditch."—*William of Orange.*
31. Hail to the chief who in triumph advances!  
Honored and blest to the ever-green Pine.—*Scott.*
32. Ye are better than all the ballads  
That were ever sung or said,  
For ye are the living poems  
And all the rest are dead.—*Longfellow.*
33. Lord North sounded the keynote to the whole British policy, when he said, "To repeal the tea-duty would stamp us with timidity."
34. Louis Napoleon, said a member of his family, deceived Europe twice; first when he succeeded in passing off as an idiot, and next, when he succeeded in passing off as a statesman.—*McCarthy.*



35. God's plans, like lilies pure and white, unfold.

36. I know that I am weak and that the pathway of his providence is on the hills, where I may never climb, therefore my reason yields her hand to faith, and follows meekly where the angels tread.—*Holland*.

37. "They talk about a woman's sphere  
As though it had a limit."

38. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union when again touched, as surely they will be, by the better angels of our nature.—*Lincoln*.

39. "Yet life, to my thinking, is a cup worth drinking."

40. O may I join the choir invisible  
Of those immortal dead who live again  
In minds made better by their presence.—*George Eliot*.

41. He lives to learn in life's hard school,  
How few who pass above him  
Lament their triumph and his loss  
Like her—because they love him.—*Whittier*.

42. The world was all before them, where to choose  
Their place of rest, and Providence their guide.—  
*Milton's "Paradise Lost."*

43. He who, from zone to zone,  
Guides through the boundless sky  
Thy certain flight,  
In the long way that I must tread alone,  
Will lead my steps aright.—*Bryant*.

44. Others might possess the qualities which were necessary to save the popular party in the hour of danger; he alone had the power and the inclination to restrain its excesses in the hour of triumph.—*Macaulay, on John Hampden*.



45. I know that love never was wasted,  
Nor truth, nor the breath of a prayer,  
And the thought that goes forth as a blessing,  
Must live as a joy in the air.—*Lucy Larcom.*
46. Along the roadside, like the flowers of gold  
That tawny Incas for their gardens wrought,  
Heavy with sunshine droops the golden-rod.—*Whittier.*
47. The noble Brutus  
Hath told you Caesar was ambitious.—*Shakespeare.*
48. You all did see that on the Lupercal  
I thrice presented him a kingly crown,  
Which he did thrice refuse.—*Shakespeare.*
49. Methought I heard a voice cry, "Sleep no more!"  
"Macbeth does murder sleep."—*Shakespeare.*
50. Is there a writer in the country who is willing to make  
himself of no account for the sake of what he has to say?—*Burroughs.*
51. Thank God every morning when you get up, that you  
have something to do which must be done whether you like  
it or not.—*Charles.*
52. My listening angel heard the prayer,  
And, calmly smiling, said,  
"If I but touch thy silvered hair,  
Thy hasty wish hath sped."—*O. W. Holmes.*
53. So, boy, if you want to be sure of your bread  
Ere the good time of working is gone,  
Brush the cobwebs of nonsense all out of your head,  
And take up your hoe and move on.—*Alice Carey.*
54. Round purple peaks  
It sails and seeks  
Blue inlets and their crystal creeks,  
Where high rocks throw.

- Through deeps below,  
A duplicated golden glow.—*T. Buchanan.*
55. I sent my soul through the Invisible,  
Some letter of that After-life to spell.—*The Rubaiyat.*
56. Through envy, through malice, through hating.  
Against the world early and late,  
No jot of our courage abating—  
Our part is to work and to wait.—*Alice Carey.*
57. As Sir Launfal made morn through the darksome gate,  
He was 'ware of a leper, crouched by the same,  
Who begged with his hand and moaned as he sate;  
And a loathing over Sir Launfal came.—*Lowell.*
58. Search thine own heart. What paineth thee  
In others in thyself may be:  
All dust is frail, all flesh is weak;  
Be thou the true man thou doest seek.—*Whittier.*
59. As chief, who hears his warden call,  
'To arms! the foeman storm the wall'  
The antlered monarch of the waste  
Sprang from his heathery couch in haste.—*Scott.*
60. Of man's first disobedience and the fruit  
Of that forbidden tree, whose mortal taste  
Brought death into the world and all our woe,  
With loss of Eden, till one greater Man  
Restore us and regain the blissful seat,  
Sing, heavenly Muse.—*Paradise Lost.*

#### ADDITIONAL EXAMPLES FOR ANALYSIS

1. Were I Brutus,  
And Brutus, Antony, there were an Antony  
Would ruffle up your spirits, and put a tongue  
In every wound of Caesar, that should move  
The stones of Rome to rise and mutiny.—*Shakespeare.*

2. "A youth told proudly his hopes and plans,  
With his own strong hand all his future drew,  
To the calm old man, earth-tired, heaven bound,  
Who answered, from all that his great heart knew,  
Only these words, 'And then?'"

3. When my eyes shall be turned to behold for the last time the sun in heaven, may I not see him shining on the broken and dishonored fragments of a once-glorious Union; on States dissevered, discordant, belligerent; on a land rent with civil fueds, or drenched, it may be, in fraternal blood! Let their last feeble and lingering glance rather behold the gorgeous ensign of the Republic, now known and honored throughout the earth, still full high advanced, its arms and trophies streaming in their original luster, not a stripe erased or polluted, nor a single star obscured, bearing for its motto no such miserable interrogatory as, "What is all this worth?" nor those words of delusion and folly, "Liberty first, and union afterward;" but everywhere spread all over in characters of living light, blazing on all its ample folds, as they float over the sea and over the land, and in every wind under the whole heavens, that other sentiment, dear to every true American heart,—Liberty and Union, now and forever, one and inseparable!—*Webster*.

4. When thoughts  
Of the last bitter hour come like a blight  
Over thy spirit, and sad images  
Of the stern agony, and shroud and pall,  
And breathless darkness and the narrow house,  
Make thee to shudder and grow sick at heart;—  
Go forth, under the open sky and list  
To Nature's teachings, while from all around,  
Earth and her waters and the depths of air,  
Comes a still voice.—*Bryant*.

5. Ye stars! which are the poetry of heaven,  
If in your bright leaves we would read the fate  
Of men and empires,—'tis to be forgiven,  
That in our aspirations to be great,  
Our destinies o'erleap their mortal state,  
And claim a kindred with you, for ye are  
A beauty and a mystery, and create  
In us such love and reverence from afar,  
That fortune, fame, power, life, have named themselves  
a star.—*Byron*.
6. Give human nature reverence for the sake  
Of One who bore it, making it divine  
With the ineffable tenderness of God;  
Let common need, the brotherhood of prayer,  
The heirship of an unknown destiny,  
The unsolved mystery round about us, make  
A man more precious than the gold of Ophir.  
Sacred, inviolate, unto whom all things  
Should minister, as outward types and signs  
Of the eternal beauty which fulfils  
The one great purpose of creation, Love,  
The sole necessity of Earth and Heaven!—*Whittier*.
7. And now, when comes the calm mild day, as still such  
days will come,  
To call the squirrel and the bee from out their winter  
home;  
When the sound of dropping nuts is heard, though all  
the trees are still,  
And twinkle in the smoky light the waters of the rill,  
The south wind searches for the flowers whose fra-  
grance late he bore,  
And sighs to find them in the wood and by the stream  
no more.—*Bryant*.

8. Haply some hoary--headed swain may say,  
"Oft have we seen him at the peep of dawn,  
Brushing, with hasty steps the dews away,  
To meet the sun upon the upland lawn."—*Gray*.
9. O lonely grave in the Moab's land!  
O dark Beth Peor's hill!  
Speak to these restless hearts of ours,  
And teach them to be still.  
God hath his mysteries of grace,  
Ways that we can not tell;  
He hides them deep, like the hidden sleep  
Of him he loved so well.—*Mrs. Alexander*.
10. Pleasant it was, when woods were green,  
And winds were soft and low,  
To lie amid some sylvan scene,  
Where, the long drooping boughs between,  
Shadows dark and sunlight sheen  
Alternate come and go;  
Or where the denser grove receives  
No sunlight from above,  
But the dark foliage interweaves  
In one unbroken roof of leaves,  
Underneath whose sloping eaves  
The shadows hardly move.—*Longfellow*.

11. A tall, handsome youth of twenty-two came forward—a man whose name from that time forward, and as long as history shall endure, has been, and will be, more familiar than any other in the mouths of Netherlanders. At that day he had rather a southern than a German or Flemish appearance. He had a Spanish cast of features, dark, well-chiselled, and symmetrical. His head was small and well placed upon his shoulders. His hair was dark-brown, as were also his mous-



tache and peaked beard. His forehead was lofty, spacious, and already prematurely engraved with the anxious lines of thought. His eyes were full, brown, well opened, and expressive of profound reflection. He was dressed in the magnificent apparel for which the Netherlands were celebrated above all other nations, and which the ceremony rendered necessary.—*Motley*.

12. A heart as bold as his brought up the cuirassiers who turned the tide of battle on Marston Moor. As skillful an eye as his watched the Scotch army descending from the heights over Dunbar. But it was when to the sullen tyranny of Laud and Charles had succeeded the fierce conflict of sects and faction, ambitious of ascendancy and burning for revenge, it was when the vices and ignorance which the old tyranny had generated threatened the new freedom with destruction that England missed the sobriety, the self-command, the perfect soundness of judgment, the perfect rectitude of intention, to which the history of revolutions furnishes no parallel, or furnishes a parallel in Washington alone.—*Macaulay*.

13. It is thought by some people that all those stars which you see glittering so restlessly on a keen, frosty night in a high latitude, and which seem to have been sown broadcast with as much carelessness as grain lies on a threshing-floor, here showing vast zarrahs of desert blue sky, there again lying close, and to some eyes presenting —

“The beauteous semblance of a flock at rest,”

are, in fact, gathered into zones or *strata*; that our own wicked little earth, with the whole of our peculiar solar system, is a part of such a zone; and that all this perfect geometry of the heavens, these radii in the mighty wheel, would become apparent, if we, the spectators, could but survey it from the true centre; which centre may be far too distant for any vision of man, naked or armed, to reach.—*De Quincey*.



14. The place was worthy of such a trial. It was the great hall of William Rufus, the hall which had resounded with acclamations at the inauguration of thirty kings, the hall which had witnessed the just sentence of Bacon and the just absolution of Somers, the hall where the eloquence of Strafford had for a moment awed and melted a victorious party inflamed with just resentment, the hall where Charles had confronted the High Court of Justice with the placid courage which has half redeemed his fame.—*Macaulay*.

15. Sky, mountains, river, winds, lake, lightnings! ye,  
With night and clouds, and thunder and a soul  
To make these felt and feeling, well may be  
Things that have made me watchful; the far roll  
Of your departing voices, is the knoll  
Of what in me is sleepless,—if I rest,  
But where of ye, O tempests! is the goal?  
Are ye like those within the human breast?  
Or do ye find at length, like eaglets some high nest?  
—*Byron*.

NOTES

## NOTES.

NOTES

## NOTES

# Parts of Speech

---

## NOUNS

### *Definition.*

Consult references.

### *Classes.*

- I. Proper.
- II. Common.
  - 1. Class or concrete.
  - 2. Collective.
  - 3. Abstract.
  - 4. Gender.
  - 5. Verbal.
  - 6. Mass.

### *Uses of the Noun.*

- 1. Subject of a Verb, Infinitive, and Participle.
- 2. Object of a Verb, Infinitive, and Participle.
- 3. Subjective Complement of Verb, Infinitive, and Participle.
- 4. Objective Complement of Verb, Infinitive, and Participle.
- 5. Indirect Object.
- 6. Base of a Preposition.
- 7. Possessive Modifier.
- 8. Appositive.
- 9. Adverbial Noun.
- 10. Independent Uses.
  - By direct address.
  - By pleonasm.
  - By exclamation.



## QUESTIONS

Define each of the terms above and give several nouns of each class.

How may adjectives or adverbs be used for nouns?

How may a common noun become proper?

How may a proper noun become common?

*Properties of Nouns.*

Gender, Number, Case, and Person.

*Gender.*

Kinds of Gender—Masculine, Feminine, Neuter, and Common.

Define the terms above. In what three ways is gender distinguished?

**Form the Feminine of the following nouns:—**

author	youth	gander
actor	drake	tiger
priest	monk	waiter
lord	wizard	man-servant
Czar	master	step-son
men	sir	hero
Sultan	lad	stag

**Gender of Personified Nouns.**

What determines the gender of personified nouns?

Give a list of five such nouns that are feminine.

Give a list of five such nouns that are masculine.

**Gender of Collective Nouns.**

When is a collective noun in the feminine gender?

When is a collective noun in the masculine gender?

When is a collective noun in the neuter gender?

*Number.*

Definition.

Consult references.

Kinds—Singular and Plural.

Formation of Plurals.

Plurals of nouns ending in “es,” “o,” “y” and “f”—  
Write the plural of the following words:—

tax	canto	money
atlas	echo	dairy
niche	grotto	journey
book	negro	army
quarto	solo	glory
halo	alley	mystery
key	pulley	self
sheaf	belief	staff
chief	wolf	elf

Plural of Proper Nouns—Write the plural of the following nouns:—

Napoleon	Miss Brown	Dr.
Caesar	Mrs. Jones	Gen.
John	Mr. White	Col.

Plurals of Compound Nouns—Write the plurals of the following nouns:—

court-martial	step-son	major-general
knight-templar	hanger-on	attorney-general
son-in-law	lieutenant-general	attorney-at-law
man-of-war	maid-servant	postmaster-general
man-servant	commander-in-chief	heir-apparent
woman-servant	ox-cart	wagon-load

Plurals of Letters, Figures and Symbols are made by adding an apostrophe and ‘s’—a’s, x’s, 2’s.

Nouns having two plurals differing in meaning—  
Write the other word:—

sail	brother	shot
penny	index	genius
fish	die	cloth
head	foot	horse

Foreign Pluras—Form the plurals of the following words:—

alumna (fem.)	crisis	formula
alumnus (mas.)	datum	nebula
axis	genus	oasis
basis	hypothesis	thesis

Tell the number of the words in the list below:—

annals	politics	scissors
oats	vespers	head (of cattle)
bread	tongs	score
ashes	riches	manners
coffee	pair	music
tin	yoke	mathematics
tidings	pincers	news
acoustics	milk	dozen
mumps	ethics	couple

### *Case.*

Definition.

Consult references.

Kinds.

Nominative, Possessive, and Objective.

Define each of the terms above.

## Nominative Case Constructions.

1. Subject of a verb.
2. Subjective complement after a verb.
3. Subject of a participle in an abridged clause used adverbially.
4. Subjective complement after a participle in an abridged clause used adverbially.
5. Subject in an infinitive clause which is used as subject of a passive verb.
6. Subjective complement in an infinitive clause which is used as subject of a passive verb.
7. Absolute after an infinitive or participle.
8. Appositive.
9. Independent.

Give examples of each of the Nominative Case Constructions.

## Possessive Case Constructions.

1. Possessive modifier.
2. Subject of a participle in an abridged clause, when the clause is used as subject.

### NOTES ON THE POSSESSIVE CASE

1. Compound nouns add the possessive sign to the last word.
2. Nouns denoting common possession add the possessive sign to the last word; as, Mason & Dixon's Line.
3. If they do not denote common possession, each word takes the possessive sign; as, Henry's and Elizabeth's reign.
4. When the possessive noun is followed by an appositive, the appositive generally takes the possessive sign. Smith, the grocer's store.

5. When the name of the thing possessed is omitted, the sign may be added to either. They went to Hall's the baker, or to Hall the baker's.

Form the possessive singular and possessive plural of:—

hero	woman	Burns
child	empress	Mr. Arnold
army	prince	Mrs. Long
wife	Mary	Miss Green
wolf	sheep	Dr. Fletcher
jury	deer	major-general
it	you	attorney-general
lady	I	son-in-law
he	she	man-servant

Make corrections in the following sentences, if necessary:—

1. Harry and John's pleasure was spoiled.
2. This is Reed's and Kellogg's Grammar.
3. That was the man and not the boy's fault.
4. Who are Cora's and Mabel's friends?
5. They live at Mr. Black's the merchant.
6. Did they buy Hallem and Hunn's histories?
7. Those pictures are Raphael, the artist's.
8. This is Mr. Hay, the Secretary's opinion.
9. They study Kittredge's and Arnold's grammar.
10. Anna's and Sara's mother was there.
11. It was Ray's as well as Frank's desire.
12. Take it to Mr. Jones, the tailor's.
13. Charles and Leonard's books are not here.
14. Who were Cain's and Able's parents?
15. She refused to listen to her parents or her teacher's advice.

## Objective Case Constructions.

1. Object of a verb.
2. Objective complement.
3. Indirect object.
4. Adverbial noun.
5. Object of a preposition.
6. Appositive.
7. Subjective complement after a verbal whose subject is in the objective case.
8. Subject of an infinitive clause used as object complement or as base of a preposition.
9. Subject of a participial clause used as object complement.
10. Subjective complement in a participial clause used as object.

Write sentences to illustrate the objective case constructions.

### *Person.*

This subject will be considered under the Pronoun.

## How to parse a noun.

1. Class.
2. Gender.
3. Number.
4. Person.
5. Case.
6. Construction.

## PRONOUN

### *Definition.*

Consult references.



*Classes.*

## 1. Personal Pronoun.

Simple—I, thou, you, she, he, it, and their declined forms.

Compound—myself, thyself, yourself, herself, himself, itself, and their declined forms.

## 2. Relative Pronoun.

Who, which, that, as, and but, with the declined forms of the first three.

## 3. Interrogative.

Who, which and what, and their declined forms.

## 4. Adjective Pronoun.

That, this, all, some, many, both, etc.

Demonstrative and indefinite pronouns are considered under this head.

## 5. Conjunctive Pronoun.

What, whichever, whoever, whatever, etc.

NOTE.—It is better to class these words as Conjunctive Pronouns, rather than Relatives, as they are used in noun clauses, and do not have antecedents expressed.

*What* is called a “double relative” by some authors.

*Properties of the Pronoun.*

Gender, Number, Case, and Person.

Review Gender, Number, and Case forms of nouns.

*Person.*

Definition.

Consult references.

## QUESTIONS ON PERSON

What determines the person of a relative pronoun? Which pronouns show person by their form? When a relative pronoun has two or more antecedents differing in person, how is the person determined?

## GENERAL QUESTIONS

How are pronouns inflected? How do pronouns differ from nouns, in form and use? What is an antecedent? What forms may it take? Use in sentences, a word, phrase and clause as antecedent of a pronoun. What is a subsequent? Which pronouns show gender by their forms? Which show case? How are the compound personal pronouns used? What is meant by an impersonal use of the pronoun? What by the expletive use? What is the difference between the conjunctive pronoun and the relative pronoun? How many noun uses has the relative pronoun? Give them. The conjunctive pronoun? Give them. What determines the number and gender of the relative pronoun? What determines the gender in the following sentence? Some person has lost *his* books. How can a subjective complement be in the objective case? What determines the person in the following sentence? Fanny, you and I *who* are invited will go.

Fill the blanks, name the class to which each pronoun belongs, and give its use in the sentence.

We, us, he, him, ourselves, himself.

1. They have come to take our friends and —— to the Park.
2. Harry —— wrote the message. |
3. —— ourselves, could not distinguish it.
4. He used some for ——, and gave some to me.
5. You are nearly as tall as ——.
6. We only injure —— by such conduct.
7. —— girls are reading the book.
8. We saw the man —— who is to give the lecture.
9. All were prepared except ——.

10. It may have been —— that you saw.  
Whom, which, that, what, who, as, but.
1. All —— I have is thine.
2. That is the person to —— you referred.
3. I do not know —— he did.
4. Are those the ones of —— you spoke?
5. To —— much is given, much is required.
6. —— is the man —— you were speaking to.
7. He did not say —— ought to be done.
8. —— the lady is, is not known.
9. Such —— he had, he gave us.
10. There is no child —— loves to play.  
Whoever, whichever, whatever.
1. —— is ready, may go.
2. Give it to —— wants it most.
3. —— he may have done, was for the best.
4. You may take —— you choose.
5. We shall do —— seems best to do.

### NOTES ON THE USE OF PRONOUNS

1. *Who* relates chiefly to persons (sometimes to higher animals).
2. *Which* relates to animals and things.
3. *That* relates to both persons and things.
4. *Who* or *which* is preferred to *that* in non-restrictive clauses.
5. In referring to a choice, *which* is preferred to *who* or *that*.
6. Use *that* when antecedents name both persons and things.
7. Use *that* (generally) after adjectives in the superlative degree.

8. For the sake of euphony, *that* is generally used after the interrogative pronoun *who* and after the words *few*, *any*, *each*, *all*, etc.; also when the antecedent is *it*.

9. The pronoun agrees with its antecedent in person, number, and gender.

10. *Each* refers to any number of objects taken singly.

11. *Each other* refers to two only; *one another* to more than two.

12. *Either* and *neither* refer to one of two only.

13. Make the reference to the antecedent clear.

14. Compound personal pronouns are used for emphasis and in a reflexive sense.

15. Co-ordinate adjective clauses are introduced by like relative pronouns.

16. Clauses that modify different words are introduced by unlike relative pronouns.

17. When *the one* and *the other* refer to objects previously mentioned, *the one* refers to the object first mentioned, and *the other* to the last mentioned.

18. When *this*, *that*, *these* and *those* refer to objects previously mentioned, *this* and *these* refer to the last mentioned, and *that* and *those* to the first mentioned.

Correct the following sentences. (Not all of the sentences are incorrect.)

1. All who knew him respected him.

2. What one of the books did he take?

3. The two children would not play with one another.

4. There is a row of elms on either side of the street.

5. There is a row of elms on each side of the street.

6. Was it you whom he asked for?

7. It was necessity (which, or that) taught me the lesson.

8. The wisest man is he (who, that) keeps his own secrets.

9. The selfish and the benevolent are found in any community; (those, these) are shunned, (these, those) are loved.

10. Homer was a genius, Virgil an artist; in (the other, the one) we most admire the man, in (the one, the other), the work.

11. Clara invited my friend and myself to go.

12. The brakeman and the cattle (which, that) were on the train were killed.

13. I do not admire either of the three girls.

14. Let two straight lines cut one another.

15. A man (who, that) is worthy, and (that, who) is willing to work, will succeed.

16. He kept some for him and me.

17. He was one of the best men (that, who) ever lived.

18. Who is the lady (who, that) called yesterday?

19. This is the malt (that, which) lay in the house (which, that) Jack built.

20. (Each, all) of the workmen received two dollars a day.

21. I have several grammars (either, any) of which may be consulted.

22. Few (who, that) read the book were pleased with it.

23. She saw her friend as she was going to the wharf.

24. The various tribes have been at war with (one another, each other).

25. Charles told his brother to take his book to his friend.

26. Each child (who, that) was there received a flower.

27. (Who, which) of the ladies did you admire most?

28. It was this alone (which, that) induced me to accept the office.

29. A person (that, who) can read, and (who, that) finds pleasure in reading, need never be lonely.

30. With the return of spring came four martins (that, which) were evidently the same (that, which) were bred under those eaves the previous year.

31. We saw the lady while passing down the street.

Give the case construction of the pronouns in the following sentences. Choose the correct form.

1. It was not (they, them).
2. (Them, they) that seek wisdom will be wise.
3. Is James as old as (me, I).
4. Such a man as (him, he) could never be captain.
5. He is a person (who, whom) I think deserves encouragement.
6. She is neither better nor wiser than you or (me, I).
7. The (man, man's) being here, we did not go.
8. I saw Mr. Brown (he, him) who is the leader.
9. (He, his) being a foreigner, the request was granted.
10. (His, he) being a foreigner made no difference.
11. It was Clara (she, her), who is my friend.
12. It is not desirable to be (her, she).
13. (He, him) who will, let him come.
14. They gave it to Henry (he, him) (who, whom) you saw yesterday.
15. The man (who, whom) you spoke to is his brother.
16. Do you think (us, we) girls can do the work?
17. (Who, whom) did they ask? (I, me)?
18. I thought that you and (him, he) were going.
19. Let you and (I, me) go with them.
20. I was not aware of (him, his) going so soon.
21. He offered to send it to Bertha and (she, her).
22. They were willing to let (he, him) and Frank go to college.
23. I heard of (him, his) coming home.



24. He is a man (who, whom) I know is honest.
25. He is a man (who, whom) I know to be honest.
26. He is a man (who, whom) is known to be honest.
27. It may have been (them or they) (who, whom) he told you about.
28. Do you know (whom, who) you can get to do the work?
29. We will refer the question to (whoever, whomever) you may select as arbiter.
30. Elect (who, whom) you wish.
31. Give the position to (whoever, whomever) will fill it best.
32. They told Charles and (he, him) to ask (whomever, whoever) pleased them most.
33. It was Joseph (who, whom) Pharaoh made prime minister.
34. We enjoy being with those (who, whom) we love.
35. (Who, whom) did you take to be the man?
36. (He, him) was expected to go at once.
37. Do you expect Roy and (he, him) to go?
38. I knew it to be John or (he, him).
39. They thought the boy to be (he, him).
40. (Who, whom) did you think of its being?
41. I did not think of its being (he, him).
42. (Spring, spring's) having come, the birds sing.
43. (Who, whom) do you take him to be?
44. There is no doubt of (me, my) seeing him.
45. (He, his) losing the way, we were obliged to remain in the woods until morning.
46. But (who, whom) say ye that I am?
47. (He, him) only have I known.
48. (Who, whom) should I meet that day but (she, her)?
49. He offered a reward to (whomever, whoever) would subdue the place.

50. That is the boy (who, whom) we think deserves the prize.
51. That is a boy (who, whom) I think you can trust.
52. That is a boy (who, whom) I expect to do right.
53. Can't you remember (who, whom) you gave it to?
54. You may send (whoever, whomever) is willing to go.
55. We invited our friend (she, her) (who, whom) you met last summer.
56. Let the people select (who, whom) they think is best qualified to lead them.
57. (His, him) being away caused them to stay.
58. His duties necessitated (him, his) remaining at home.
59. (Shame, shame's) being lost, all virtue is lost.
60. (He, his) being exhausted, they went no farther.
61. Father allowed Henry and (me, I) to go with a man (who, whom) he judged to be an intelligent guide.
62. He attacked the enemy (whom, who) he saw were crossing the river.
63. Was it (him, he) that you called?
64. (Who, whom) should I meet the other day but Mary and (she, her).
65. I do not think such persons as (he, him) competent to judge.
66. Between you and (I, me), that is a small matter.
67. All, save (I, me) were at rest.
68. (Who, whom) do you think stands at the head of our class?
70. My neighbor is (whoever, whomever) I can do a kindness to.
71. My neighbor is (whoever, whomever) needs my assistance.
72. I believe my neighbor to be (he, him) who needs my assistance.

73. Give assistance to (whoever, whomever) you believe your neighbor to be.

Distinguish in meaning between the following sentences:—

1. Did you hear Clara (Clara's) playing?
2. Could you see John (John's) riding?
3. They watched him (his) entering the room.
4. We saw the child (child's) playing.
5. He could hear the bird (bird's) singing.

Fill the blanks with pronouns and give the reason for your choice. He, his, him, her, their, our, its.

1. The child was not conscious of — danger.
2. Winter came with — chilling blasts.
3. A parent should love — child.
4. The jury was unanimous in — decision.
5. Let every girl take — place.
6. Let every student take — place.
7. Each was the center of — own world.
8. One is seldom at a loss to know what to do with — money.
9. Each boy and girl may take — place.
10. Has everybody finished — work?
11. Neither Henry nor Mary had — lesson prepared.
12. Both Clara and John had — lessons prepared.
13. Every one must do as — thinks best.
14. If my friend calls, tell — to wait.
15. Either he or I must go when — father wishes it.
16. Which of the two completed — work first?
17. A person who is rude in — manner will be disliked.
18. Everybody was amusing — self as best — could.

19. Nobody went out of — way to make it pleasant for her.
20. The class has selected — orator.
21. Every man and every boy received — wages.
22. If anybody but you had come, we would not have admitted —.
23. Germany, with — standing army is a great nation.
24. Rome sat throned on — seven hills.
25. Our committee made — report.
26. The audience may look at — programs.
27. The Company paid all — debts.
28. The man, woman and child witnessed it, but would not tell what — had heard.
29. If any lady or gentleman wishes to have — fortune told, now is — opportunity.
30. Neither the father nor the son had been distinguished for — business qualifications.

## DECLENSION OF NOUNS AND PRONOUNS

Decline,—

boy	it	who
lady	he	what
John	she	which
son-in-law	I	that

Form for parsing pronouns.

1. Class.
2. Gender.
3. Number.
4. Person.
5. Antecedent.
6. Case.
7. Construction.

L. of C.

## ADJECTIVES.

*Definition.*

Consult references.

*Classes.*

1. Descriptive.

2. Limiting.

a. Numeral.

Cardinal, ordinal, multiplicative and fractional.

3. Participial

4. Pronominal.

5. Articles.

a. Definite. b. Indefinite.

## QUESTIONS

Define all of the terms above and give examples. What is the difference between the adjective pronoun and the pronominal adjective? What offices may an adjective fill in the sentence? For what purposes are the articles used? Give the adjective uses of *like* and *unlike*. What adjectives in the comparative and superlative degree are adverbs as the positive degree? What is the difference between a phrase adjective and an adjective phrase? How may an adjective be used as a noun? What is a locative adjective? (Mead's Grammar.) What is an appositive adjective? (Mead.) Define comparison. Define the three degrees of comparison. Can all adjectives be compared? Why? In what ways may adjectives be compared? How are compound adjectives compared? Which adjectives have number? What is a conjunctive adjective? Explain the use of *such a*, *not a*, and *many a* as adjectives.

Explain how the following pronominal adjectives are used. Which are used with singular nouns and which with plural?

all	many a	latter
any	no	many
both	neither	such
certain	divers	what
else (what else?)	each	own
every	either	other, another
few	several	some
a few	sundry	such a
much	former	which

Compare the adjectives that can be compared:—

meek	much	beautiful
polite	feeble	universal
gentle	wrong	good-natured
black	bad	long-headed
red	supreme	fore
round	straight	in, up
little	forth	out

### NOTES ON THE USE OF ADJECTIVES

1. Place adjectives where they will show clearly what they modify, and choose *apt* adjectives.

2. Adjectives modifying the same noun and having the same rank, are usually arranged in the order of their length, the longest nearest the noun. If they are of different rank, place nearest the noun the one most closely modifying it, and the others as they rank.

3. *Both* means two, not one of two.



4. *Each* means all of any number considered one by one.—*Each* child recited in his turn.

5. *Every* also means all of any number, but the thought is directed more to the whole.—*Every* child needs a dictionary.

6. *Many*, *more* and *most* have for their opposites *few*, *fewer*, *fewest*.

7. *Much* and *more* have for their opposites *little* and *less*.

8. When such words as *first* and *last* are used with plural numerals, the sense usually requires them before the plurals; as, The first *two*, The last *four*.

9. Do not use the article 'a' or 'an' after such words as *sort* or *kind*.

10. Repeat *the*, *a* or *an* before connected adjectives that do not modify the same noun.

11. Omit the article before words used as titles.

12. *Most* is generally an adjective. *Almost*, used in the sense of *nearly*, is an adverb.

### EXERCISES

Give reasons for the use of adjectives, and make corrections if necessary:—

1. I heard (the) noises in the next room.
2. She is a young girl and (a) beautiful girl.
3. Wanted, a cook and (a) housemaid.
4. He is the secretary and (the) treasurer.
5. Read the first three paragraphs.
6. I have just bought a new pair of gloves.
7. That boy is the brightest of all his classmates.
8. Solomon was wiser than any of the ancient kings.
9. Jacob loved Joseph more than all his children.
10. Natural scenery pleases me the best of anything else.

11. She wore a pink and (a) white wrap.
12. There are two articles, the definite and indefinite.
13. He well deserves the name of a gentleman.
14. I enjoy the spring more than summer.
15. These kinds of apple (apples) will be chosen.
16. You caught four fish; I caught a (less, fewer) number.
17. His sarcastic manner made me (mad, angry).
18. (Most, almost) all the people had gone.
19. A (lengthy, long) line of ancestors.
20. We had some (novel, new) experiences at the Fair.
21. He had a (human, humane) disposition.
22. Have you heard the (latest, last) news?
23. Oranges are (healthful, healthy) food.
24. She is a better talker than (a) singer.
25. I do not like this sort of a book.
26. Nothing delights him so much as a skate on the pond.
27. We have the most entire confidence in you.
28. My favorite flower is (a, the) rose.
29. (The, a) lion is (a, the) king of the forest.
30. We do not like (this, these) sort of goods.
31. What do you think of (these, this) kind of golf club?
32. We saw as (much, many) as twenty robins.
33. Both of the two boys were there.
34. Of the two books, choose the one you like best.
35. You may solve the four last problems.
36. (Few, a few) have been invited.
37. The belief is too universal to be changed.
38. (Each, every) boy in the school knew it was true.
39. There were (less, fewer) men than women present.
40. (Every, each) child may take his place.
41. They had not done the half of the work.
42. He was much interested in these good news.

43. The first and second regiments were called out.
44. Take up (this, these) ashes.
45. (This, these) brass tongs cost seven dollars.
46. Texas is larger than any state in the Union.
47. Every person has his faults.
48. That painting has only (average, ordinary) merit.
49. They were exposed to (continuous, continual) interruptions.
50. The sting of some insects is (deadly, deathly).

### *How to Parse the Adjective.*

1. Class.
2. Comparison.
3. Construction.

### VERB

### *Classified according to Meaning.*

1. Intransitive.
2. Transitive.
  1. Transitive Active.
  2. Transitive Passive.
1. Intransitive Verbs.
  1. Verbs of action.  
Harry *walks*.
  2. Verbs of being.  
I *am*.
  3. Verbs of state of being.  
The child *lies* in the cradle.
2. Transitive Verbs.
  1. Transitive Active Verb.  
Ruth *studies* Latin.
  2. Transitive Passive Verb.  
Books *are read* by the children.

*Classified according to Form.*

1. Common Form.  
Clara *studies*.
2. Progressive Form.  
Clara *is studying*.
3. Passive Form.  
The lesson *is studied*.
4. Progressive Passive Form.  
The lesson *is being studied*.

*Another Classification according to Form.*

1. Regular, (Weak).  
They *learned* the lesson.
2. Irregular, (Strong).  
They *go* to-day.

NOTE.—Mixed verb is given by same authors.

## QUESTIONS

What is meant by the common form of the verb? The progressive form? The passive form? The progressive passive form? Give all these forms of the verbs *choose*, *take*, and *draw*. Explain the use of *is* in the following sentences: God *is*. The vase *is* on the table. The rose *is* white. Do the verbs in the first two sentences differ from that in the last? How? How do you use the verbs *seems*, *becomes*, *appears*, *feels*, *stands*, *tastes*, etc.

Give a good definition of each term above. What does *transitive* mean? Is it well to teach that a *transitive* verb is one that requires an object? Why? What two offices in the sentence can the receiver of the act fill? May a verb be transitive in one sentence and intransitive in another? Give examples.

Some authors use the terms, *Copula* and *Copulative*. What do these terms mean?

NOTE.—Some authors give *Neuter* verb. It is an intransitive verb that does not imply action or exertion. The ocean is deep. Troy *was*. It *stood* near.

Define regular and irregular verbs. Why are verbs called Weak and Strong? What is a defective verb? What is a redundant verb? What is meant by the principal parts of a verb? Consult the reference books for the principal parts of verbs, and give a list of the most important verbs.

Tell whether the verbs below are Transitive Active, Transitive Passive, or Intransitive.

arise	dig	fought
awoke	draw	have
bear	was	lay
begin	burst	lie (to recline)
choose	feels	sit
set	had flowed	could take
let	may be known	was sung
walked	could be heard	will grow
was done	could have struck	may ring
has bidden	must have told	will set
blew	might be written	can forgive
did burn	might have done	was struck
can buy	had been blowing	can rise
has been bought	were reading	shall be
will be chosen	has been driven	appeared
will be sent	might be told	sleeps
can go	will be lost	may be
had laid	will have forgotten	might learn
will meet	marched	can be given
must see	has	had employed
had lain	breaks	had been attacked
will stand	drew	will be built

was earned	raise	should have been
is told	go	might have been seen
have gone	live	could have been done
may write	will fall	ought to be known
has been caught	seemed	was completed
may eat	were	were leaving
had flown	hang	has succeeded
will freeze	hanged	had returned
will be frozen	wing	was thought

### AUXILIARY VERBS

What are they? How are they used? What is meant by a notional verb? Are *can*, *must*, and *ought* true auxiliaries? What is a verb phrase? Does the infinitive ever form part of the verb phrase? What is it in the sentence,—‘He ought to go’?

#### *Properties of the Verb.*

1. Tense.
2. Mode.
3. Voice.
4. Number.
5. Person.

#### *Tense.*

Divisions.

Present, Present Perfect.

Past, Past Perfect.

Future, Future Perfect.

### QUESTIONS

Define the terms used above. How many divisions of time are there? How many of tense? What auxiliaries express tense? Universal truths are expressed in which tense?



*Mode.*

## Divisions.

1. Indicative.
2. Potential.
3. Subjunctive.
4. Imperative.

1. *Indicative Mode.*

Asserts a *fact*.

*Tenses in the Indicative Mode.*

1. Present tense,—I see.
2. Present perfect tense,—I have seen.
3. Past tense,—I saw.
4. Past perfect tense,—I had seen.
5. Future tense,—I shall see.
6. Future perfect tense,—I shall have seen.

The Indicative with *if*.

The word *if* may be used with the Indicative Mode, when the supposition is assumed as a fact.

*If* he was there I did not know it.

Here the supposition is in *if* and not in the verb.

2. *Potential Mode.*

Asserts *power*, liberty, possibility, etc.

*Signs of the Potential Mode.*

May, can, must, might, should, would, ought, and *shall* when used in the sense of *must*, or *will* when used in the sense of *to be* willing.

*Tenses in the Potential Mode.*

1. Present tense,—I may see.
2. Present perfect tense,—I may have seen.

3. Past tense,—I might see.
4. Past perfect tense,—I might have seen.

### 3. *Subjunctive Mode.*

Shows doubt, or something merely thought of.

Signs of the Subjunctive Mode.

If, whether, and lest.

### *Tenses in the Subjunctive Mode.*

1. Present tense,—If I be.
2. Past tense,—If I were.
3. Past perfect tense,—If I had been.

The verb *be* is used in the Subjunctive instead of *am*, *are*, and *is*, and *were* is used instead of *was*.

### Uses of *were*.

I wish she *were* here.

I wish they *were* here.

It *were* vain to contend against such odds.

If I *were* you, I would not go.

If he *were* there, we should know it.

If they *were* there, we should know it.

*Were* he disposed, he could tell them.

### 4. *Imperative Mode.*

States a command or entreaty.

Tense in the Imperative Mode.

Present tense,—See.

## QUESTIONS

What does mode mean? Define each mode. How many tenses in each mode? Is it necessary to have a potential mode? If so, why? What do different grammarians say of the sub-

junctive and potential modes? Why does the potential have but four tenses? Why not give six tenses to the subjunctive? Give the uses of *were* in the subjunctive. How does the subjunctive differ from the indicative? Does the indicative express a doubt? Where? Are the verbs *may*, *would*, *should* ever used in the indicative? When? What words indicate the subjunctive mode?

Tell which form of the verb should be used, and give the mode and tense of each verb:—

1. If that (was, were) true, the difficulty would not be great.
2. If she (was, were) there, I did not know it.
3. If to-morrow (is, be) fine, we will go.
4. I wish it (was, were) true.
5. I fear lest he (fall, falls).
6. If I (was, were) to give names, you would know.
7. Though he (acquire, acquires) wealth, he will not be happy.
8. I would say so if it is (was, were) true.
9. I wish my mother (was, were) here.
10. Take care lest it (be, is) carried away by the flood.
11. Though he (speak, speaks) the truth, they will not believe him.
12. If he (come, comes) let me know.
13. Though the story (seem, seems) improbable, it is true.
14. I know not whether it (be, is) true or not.
15. If I (were, was) you, I would go.
16. I wish I (was, were) a child again.
17. Though he (be, is) needy, they will not help him.
18. He will do the work, even though it (take, takes) his life.
19. If he (was, were) appointed, it would ruin his success.
20. He was not the first candidate, though he (was, were) elected.

21. If the picture (were, was) finished, they would send it.
22. Though it (is, be) improbable, it is true.
23. Govern thy appetite, lest sin (surprise, surprises) thee.
24. He could come now, if it (is, were) necessary.
25. They act as if it (was, were) possible to deceive us.
26. If this (is, be) treason make the most of it.
27. If the vase (was, were) there, some one has removed it.
28. Though the task (be, is) hard, he must perform it.
29. If all the days (was, were) sunny, we would not appreciate them.
30. If Clara (were, was) there, they did not see her.
31. If he *is* (*were*) patient, he *will* (*would*) win.
32. Though the difficulty *were* (*is*) great, it *would* (*will*) vanish.
33. Though he *is* (*be*) truthful, they will not believe him.

### *Voice.*

Kinds.

#### 1. *Active voice.*

Caesar *conquered* Pompey.

#### 2. *Passive voice.*

Pompey *was conquered* by Caesar.

### QUESTIONS

What is voice? Active voice? Passive voice? Do intransitive verbs have voice? Why? What is the office of the object of a verb in the active voice? What of a verb in the passive voice? What changes result in the sentence when you change the verb from the active to the passive voice? How is the form of the verb changed? What, then, are the tests for the passive voice? Explain the verbs in the following.—“The wood *splits* easily.” “The field *ploughs* well.”

Change the verbs in the *active* voice to the *passive*, and those in the *passive* voice to the *active*.

1. They were betrayed by their friends.
2. We heard the shouts in the street.
3. The king appointed him minister.
4. They gave her the flowers.
5. He was appointed captain.
6. He was accused of robbery.
7. She has a taste for painting.
8. We know that he is honest.
9. They expect him to be elected.
10. Juries have been bought for gold.
11. Rich and poor were treated alike.
12. A good man loves to do good.

Verbs that have Passive Form, but not Passive Voice.

He *is fallen*.

Why is the verb "is fallen" not a passive verb? What is the verb "is" in this sentence equivalent to? Where is this form of the passive used? Give examples.

Passive verbs that take Subjective Complements.

He *was elected* governor.

How can the passive verb take a subjective complement? Change the verb to the active voice. What is the office of "governor" in the sentence thus changed? What is its relation to the subject? Is the relation changed when the verb is in the passive voice? Give ten examples and explain the relation in both voices.

## Passive verbs that take Object Complements.

I *was given* a book.

Change the verb "was given" to the active voice. What change has resulted? What is the subject of the active verb? What office does "I" fill? Which word *should* be made the subject of the passive verb? Is there any real need for the construction first given?

## Object of the Preposition, made the Subject of the Passive Verb.

He *was laughed at* by us. We *laughed at* him.

Is the verb in the second sentence transitive or intransitive? What is the office of "at" in the first sentence? May a preposition be a part of a verb? Give six examples to illustrate it.

## How the Passive Verb differs from a form of the verb "be" followed by a Perfect Participle used as an Adjective.

The work *was accomplished* yesterday.

The lady *was accomplished*.

What is the *verb* in each sentence? How is the word *accomplished* used in each? Write five pairs of sentences to illustrate the difference.

## How the Progressive Verb differs from a form of the verb "be" followed by the Present Participle as an Adjective or a Noun.

He *is winning* the game.

His great delight *is winning* a game.

The child *is winning* in her manner.

What is the *verb* in each sentence? How is the word "winning" used in each case? Give four pairs of sentences to illus-



trate the difference between the progressive verb and a form of "be" followed by the present participle used as an adjective *or* a noun.

*Progressive Passive form of the Verb.*

The house *is being built*.

How is the progressive passive verb formed? How is it used? Is the use of the verb in the sentence, The house *is building*, good English? Give all the progressive passive-voice forms that can be used.

EXERCISES ON VERB.

1. The autumn days are come.
2. Ruth was elected president.
3. Harry was given a watch.
4. He was scoffed at by his companions.
5. The leader was well qualified to direct them.
6. The instructor is teaching Latin.
7. Her portrait is being painted.
8. The cathedral is being repaired.
9. The leaves are fallen from the trees.
10. Napoleon was called the Little Corporal.
11. The judge was offered the bribe.
12. He was unjustly dealt with.
13. The Pinta was lost sight of in the distance.
14. The day is done.
15. This book is very entertaining.
16. General Gates was considered a traitor.
17. She was taught a lesson.
18. He was looked to for aid.
19. They looked to him for aid.
20. The rock is cloven in twain.

21. The food was soon prepared.
22. Are you prepared to recite?
23. George is playing tennis.
24. His favorite sport is playing tennis.
25. The fields are cultivated by the men.
26. The musician is charming his audience.
27. The lesson was studied by the children.
28. She is a person whose manners are cultivated.
29. A verb is distinguished by its use.
30. Her conversation is charming.
31. He is interesting his hearers.
32. The shadow was mistaken for the bridge.
33. The lady is distinguished in appearance.
34. They are well satisfied with his position.
35. His manner was so studied as to be unpleasant.
36. The child is entertaining her playmates.
37. His only object is doing good to others.
38. The performance is very entertaining.
39. He was greatly mistaken in his judgment.
40. That tree is bent to the ground, by the storm.
41. This tree is straight, that one is bent.
42. She is singing that beautiful song.
43. The judge was very decided in his charge.
44. The child's dress is becoming to her.
45. Her greatest enjoyment is singing.
46. His appearance and address are very pleasing.
47. The question was decided in their favor.
48. The cow's hoof is cloven.
49. The Lord is risen.
50. Good work was done by the children.
51. The crow was hawked at by the wren.
52. A hunter shot at the deer.

53. The deer was shot at by the hunter.
54. The house was shattered by the wind.
55. Now, they are pleasing the populace.
56. That opinion is becoming more nearly universal.
57. He is enjoying his work.
58. The appearance of the building is much improved by the new paint.
59. He is much improved in health.

### NOTES ON PERSON AND NUMBER OF VERBS

1. A verb agrees with its subject in person and number.
2. Compound subjects and plural subjects require plural verbs.
3. Subjects singular in form but plural in sense require plural verbs.—Half of the apples *were* frozen.
4. Subjects plural in form but singular in sense require singular verbs.—Gulliver's Travels *was* written by Swift.
5. When subjects are emphatically distinguished, the verb agrees with the first and is understood with the second.
6. Verbs agree with the affirmative rather than the negative in the sentence.—She and not they *was* at fault.
7. Two singular subjects taken together as one thing require the singular verb.—Porridge and milk *is* his breakfast.
8. Words preceded by *each* and *every* take singular verbs.
9. Collective nouns in the singular take the singular verb, if thought of as a whole; if the collection is thought of as individuals the plural verb is required.
10. A relative pronoun agrees with its antecedent in person and number. This governs the verb.
11. When subjects connected by *or* or *nor* are of different numbers, the verb generally agrees with the one nearest it.—One or more *were* there. Either they or he *was* to blame.

In the last form it is rather better to re-construct the sentence. Either they were to blame, or I was.

12. When several subjects follow the verb, for the sake of emphasis, the verb agrees with the one nearest it.

13. When words are joined by such terms, as *with, as well as*, etc., the number of the verb is not changed. They as well as he *were* there. She with others *was* pleased.

14. When the verb has two or more subjects differing in person, the first person is preferred to the second and the second to the third.

15. A singular noun may take a plural sense from the distinguishing adjectives, that go before it.—Religious and political liberty *go* hand in hand.

### EXERCISES

Choose the correct form of the verb and give the reason:—

1. Why don't (doesn't) he succeed?
2. That don't (doesn't) seem possible.
3. Either he or I is (am) mistaken.
4. One of you are (is) invited.
5. One or two is (are) to be omitted.
6. Pencils are (is) a common noun.
7. What privileges has (have) those who attend.
8. There has (have) been several books lost.
9. Which of those books are (is) yours?
10. Each of the girls are (is) going.
11. The wages of sin is (are) death.
12. The Bible or the Holy Scriptures were (was) written long ago.
13. His family is (are) in the country.
14. Tales of a Traveler were (was) written by Irving.

15. Neither Tom nor his sister was (were) present.
16. What is (are) the person, number and gender of those nouns?
17. Her home is one of those that is (are) on the hill.
18. Nothing but books pleases (please) her.
19. Plutarch's Lives were (was) read with interest.
20. Seventy dollars a month is (are) a small salary.
21. Ten dollars a week are (is) all he earns.
22. The rest of the people were (was) disappointed.
23. Two years' interest are (is) due.
24. The Senate have (has) passed the bill.
25. One half of the soldiers was (were) killed.
26. Two thirds of the fruit was (were) injured.
27. One third of the fruit were (was) injured.
28. Three fourths of the men was (were) ill.
29. Mathematics are (is) difficult for me.
30. Character and reputation is (are) very different.
31. The victuals were (was) insufficient for the crowd.
32. Ten dollars are (is) not too much.
33. Clara and her sister also are (is) invited.
34. Neither of them is (are) prepared to go.
35. What sounds have (has) each of the vowels?
36. The United States are (is) prosperous and happy.
37. Our welfare and security consist (consists) in unity of purpose.
38. Work as well as play were (was) necessary.
39. Bread and butter are (is) not sufficient.
40. One of you are (is) wrong.
41. No time, no money and no pains were (was) spared.
42. Either the boy or his playmates know (knows) about it.
43. Are (is) either of you going to-day?
44. Nobody but the leaders go (goes) to the meeting.



45. All but him was (were) chosen to go.
46. Any of those books tell (tells) of the battle.
47. We are glad when any of them succeed (succeeds).
48. Time, money, life itself are (is) not too much to give.
49. Every teacher and pupil feel (feels) the inspiration.
50. Not one of the men have (has) been promoted.
51. There go (goes) Clara and her friends.
52. A new variety of apples is (are) in the market.
53. John or you or I is (am) to blame.
54. Neither you nor I are (am) prepared.
55. The jury are (is) eating dinner.
56. The audience is (are) using fans.
57. The congregation are (is) regular in attendance.
58. Seven added to three make (makes) ten.
59. Six times five are (is) thirty.
60. There was (were) hunger and cold to fight.
61. Bring me one of the books that lie (lies) on the table.
62. He gave one of the best addresses that has (have) been given.
63. She and not her sisters expect (expects) to go abroad next year.
64. Twenty pounds are (is) not sufficient.
65. Three miles were (was) not very far.
66. Two thirds of the trouble (was, were) avoided.
67. Every one of them has (have) known it for some time.
68. Part of those books belong (belongs) to Mary.
69. We agree, say (says) they.
70. One or the other have (has) made a mistake.
71. Every book and paper has (have) been misplaced.
72. The secretary and treasurer is (are) to be elected.
73. His wages was (were) not high enough.
74. Their wages is (are) about ten dollars a week.



75. A number of her statements was (were) not correct.

76. Mrs. Clark, with her daughters, remain (remains) here during the summer.

77. Mental, moral and physical training goes (go) hand in hand.

*Choose the correct form.*

1. I should not have (went gone).
2. Have you (hanged hung) the picture?
3. The criminal was (hanged hung).
4. I (suspect expect) he is the culprit.
5. He (laid lay) down and fell asleep.
6. Try to (raise rise) from the chair.
7. He (sat set) the child in the chair.
8. We (bade bid) them farewell then.
9. They (rise arise) early in the morning.
10. Silver has (flowed flown) into the treasury.
11. Did Harry (accept except) the position?
12. They left without (effecting affecting) their purpose.
13. He (lay laid) the book on the table.
14. The missing man has been (located found) in Chicago.
15. I (esteem estimate) her for her own sake.
16. We (began commenced) to read it yesterday.

### NOTES

Use of *shall*, *will*, *would*, *should*, *may* and *can*.

1. *Shall*, with the first person indicates simple futurity. *Will*, with the second or third, either singular or plural, denotes simple futurity.

2. *Will*, with the first person indicates determination.

3. In questions, *shall* is used with the *first* person. In the second and third persons, the auxiliary which is expected in the answer is used.

4. *Shall* is used with the second and third persons, when the agent controls the action.

5. *Will* is used in the second and third persons to show courtesy.

6. *Should* and *would*, being the past tenses of *shall* and *will*, generally follow the same rules.

7. *Can* is used to denote power or possibility.

8. *May* is used to denote permission.

### Distinguish between:—

1. They will (shall) not be permitted to go.
2. Shall (will) you be there to-day?
3. I shall (will) not listen to it.
4. He should (would) do as he liked.
5. She says she shall (will) not be there.
6. He thought they would (should) not go.
7. We shall (will) hear that to-morrow.
8. What shall (will) the admission be?
9. You shall (will) go the next time we go.
10. They thought he would (should) be ready.
11. Shall (will) you be at home to-night?
12. She shall (will) be rewarded.
13. He thought there would (should) be an admission fee.
14. He said he would (should) not come.
15. Do you think they would (should) go?
16. Will (shall) they come?
17. Shall (will) you grant his request?
18. The man said the boy should (would) be sent at once.
19. Shall (will) they come?
20. You will (shall) be sorry for this.
21. He will (shall) not see the book.
22. He should (would) do it anyway.
23. Can (may) you tell which it is?
24. May (can) they take it away?

In the following sentences fill the blanks with the proper auxiliary. Shall, will, should, would, may, can.

1. — you be there Friday?
2. We — have snow soon.
3. — we ask him to give the address?
4. How — you spend the money?
5. I fear that you — not be able to come.
6. They wonder whether she — come.
7. I fear that we — miss the car.
8. He knew who — betray him.
9. We — be pleased to have them come.
10. She did better than I — have done.
11. — he be allowed to do so?
12. — you be disappointed if they do not come?
13. Hear me, for I — speak.
14. Though I — receive a thousand thanks, I — not do it.
15. Where — I leave the package?
16. I — like to know where the book is.
17. He said that John — go at once.
18. If they — come now — you be ready?
19. If it — storm we — not go.
20. I — be fatigued if I — walk too far.
21. You — stay at home to-day.
22. — you lend me your book?
23. — you spend the summer here?
24. She says she — see you soon.
25. We — expect to hear from you soon.
26. I fear I — not be able to go.
27. If you — be so fortunate as to get the position, I — be glad if you — let me know.
28. We expected that she — accept the position.

29. I — go, if I could get away.
30. If he — fall, he — be killed.
31. — we see you soon?
32. — you see your mother then?
33. — I find him there, if I — go now?
34. — he be too late if he — start now?
35. If you — agree, I — be glad.
36. I — go if the others —.
37. — he help me, if I — ask it?
38. Did he think I — prepare it?
39. — you believe the story, if they — prove it to you?
40. When He — appear, we — be like him.
41. — you be sorry to leave Chicago?
42. — you visit me next summer?
43. He tells me that he — sail next month.
44. — you be at leisure after dinner?
45. — we have time to return home?
46. — there be time for us to return home?
47. What — we do without friends?
48. — we be excused now?
49. — you tell me which is right?
50. — they not be caught in the rain?
51. — they be induced to go?

### CONJUGATION

Define Conjugation. What is the difference between conjugation and synopsis?

#### *Forms of Conjugation.*

1. Common form.

I see.

2. Passive form.

I am seen.

3. Progressive form.  
I am seeing.
4. Interrogative.  
Do I see?
5. Negative.  
I see not.
6. Emphatic.  
I *do* see.

### *Form for Parsing the Verb.*

Regular or Irregular.  
Principal Parts.  
Transitive or Intransitive.  
Voice.  
Mode.  
Tense.  
Person.  
Number.  
Construction.

## THE VERBAL

### *Classes.*

1. Infinitive.
2. Participle.

### *Classified according to Form.*

1. Regular.  
To fail, failed, having failed.
2. Irregular.  
To be, being, having been.

### *Classified according to Meaning.*

1. Transitive.  
To bear burdens, bearing burdens.

## 2. Intransitive.

To go, going, having gone.

*Properties of the Verbal.*

## 1. Voive, Mode or Form, Tense.

## Participles of the Transitive Verb To See.

*Active Voice.*

Present tense, seeing

Past tense, —

Present perfect tense, Having seen

*Passive Voice.*

Being seen.

Seen.

Having been seen.

*Progressive Form.*

Present perfect tense,

Having been seeing.

## Participles of the Verb To Be.

Present tense,

Being.

Past tense,

Been.

Present perfect tense,

Having been.

## Participles of the Intransitive Verb To Go.

Present tense,

Going.

Past tense,

Gone.

Present perfect tense,

Having gone.

*Progressive Form.*

Having been going.

## Infinitives of the Transitive Verb To See.

*Active Voice.*

Present.

To see.

Present perfect.

To have seen.

*Passive Voice.*

To be seen.

To have been seen.

*Progressive Form.*

Present.

To be seeing.

Present perfect.

To have been seeing.



## Infinitives of the Verb To Be.

Present.	To be.
Present perfect.	To have been.

## Infinitives of the Intransitive Verb To Go.

Present.	To go.
Present perfect.	To have gone.

### *Progressive Form.*

Present.	To be going.
Present perfect.	To have been going.

## QUESTIONS

Are participles and infinitives ever used as predicates? If so, how? What is meant by an Infinitive Clause? How do verbals differ from verbs? Verbals are used as what part of speech? Should an adverb be placed between the parts of the infinitive? Do verbals have person and number? Why? Give six examples of the infinitive without the *to* expressed. How do you determine which form of the infinitive to use with the different tenses of the verb? Which is correct, I hoped to buy, or I hoped to have bought? What is the difference between the true participle and the participial or verbal noun? What is a gerund? An infinitive in 'ing'?

Prove the following sentences by putting nouns in the place of the participle:

1. After *waiting* a short time, we went on.
2. By *examining* it, we learned the truth.
3. On *considering* the matter, we decided to go.
4. By *asking*, he obtained the information.

Make corrections in the sentences that follow:—

1. I should like to have seen it.
2. We have known people spend more in a week than they save in a year.
3. It is better living (to live) on a little, than to be (being) in debt.
4. If I bid you to study, dare you to be idle?
5. Not a complaint was heard escape his lips.
6. They don't go so often as they used to.
7. I heard the noise of wheels, eating my supper.
8. Decide to do your best and do it now.
9. They intended to have gone yesterday.
10. They were supposed to have done that before.
11. I am glad to see (to have seen) Niagara Falls.
12. He did as he was told to.
13. To fully illustrate it will require effort.
14. We intended going to-morrow.
15. Being absent from the last recitation, he is unable to recite.
16. I should like to have been there.
17. To thoroughly do the work, one must study.
18. We expected to have seen you to-morrow.
19. I intended to have bought the picture.
20. Would Clara have been willing to have gone with them?

*How to Parse Verbals.*

1. Class.  
Infinitive or Participle.
2. Form.  
Regular or Irregular.
3. Voice.
4. Form.
5. Tense.
6. Construction.

## THE ADVERB.

*Classified according to Meaning.*

1. Adverbs of time—now, often, etc.
2. Adverbs of place—here there, etc.
3. Adverbs of manner—well, bravely, etc.
4. Adverbs of degree—too, little, etc.
5. Adverbs of assertion—perhaps, probably, etc.

*Classified according to Use.*

1. Conjunctive Adverb.  
We will go *when* the time comes.
2. Relative Adverb.  
I know a spot *where* the violets grow.
3. Interrogative Adverb.  
*When* are you going?
4. Limiting Adverb.  
That is *very* good. He writes *well*.
5. Adverbs of Position.  
*There* is a book on the table.

*Classified according to Form.*

1. Simple Adverbs.  
Here, nobly, now, etc.
2. Phrase Adverbs.  
By and by, in general, at least, etc.

## QUESTIONS

Give other examples of all the terms used above. What is an adverb? What parts of speech do adverbs modify? How is *the* used as an adverb? How are *as* and *so* used? Use *like* and *near* as adverbs, and explain their

use. Show how an adverb modifies a phrase. A clause. Give six phrase adverbs. How do some of these differ from prepositional phrases? How are adverbs used as nouns? Explain the use of *only* as an adverb. Show how adverbs follow such words as *grow*, *look*, *taste*, *sounds*, etc. Are adverbs inflected? How? Give the degrees of comparison. Compare twelve adverbs. What are Responsives?

NOTE.—If the word follows the verb and describes the action expressed by the verb, it is generally an adverb; if it follows a verb of being or state of being and applies to the subject, it is generally an adjective.

### EXERCISES TO BE CORRECTED

1. We always should do our duty.
2. They should not go there, by no means.
3. Do not grasp the pen so tight.
4. John is not as tall as his brother.
5. Will you repeat the stanza over again?
6. The sick child is some better to-day.
7. Did he say he should go, or no?
8. A diphthong is where two vowels are sounded together.
9. They seemed to be nearly made alike.
10. This is no good for that purpose.
11. The lady was very frightened.
12. He was so quiet, that nobody did not suspect him.
13. He was too enraged to speak.
14. I was that faint, I could hardly walk.
15. It is rarely that such a thing happens.
16. When the kite was about that high, it fell.
17. I only went to the corner.
18. The mountain is not exceeding high and steep.
19. I shall first notice how you do it.

20. He struggled manly and has succeeded.
21. The farmer can easier raise corn than wheat.
22. She is not such an amiable woman as her sister.
23. Henry is as (so) tall as his brother, but not as (so) tall  
as his father.
24. We only eat three meals a day.
25. I returned back here yesterday.
26. A quotation is when the words of another are given.
27. That belief is universally held by all.
28. It could be done easier than that.
29. Most any one can tell you the way.
30. He came very prompt, and began at once.
31. Have you most finished your lesson?
32. They go south most every winter.
33. There were less people than we expected.
34. We have not near finished yet.
35. We have fewer than half a barrel of apples.
36. We will walk further the next time.
37. He is something like his sister.
38. Which do you prefer most, tea or coffee?
39. It looks like it would rain.
40. We will not talk farther on the subject now.
41. Mary looks real well since her return.
42. I cannot but be sorry for him.
42. He did not apply himself as close as he should have  
done.
44. You are very mistaken.
45. It was not such a pleasing picture as the first.
46. This is not such a book as that.
47. These terms are nearer related.
48. Few countries enjoy such mild climate.

*Which form is preferable?*

1. He read slow (slowly) and seemed to be interested.
2. She dressed richly (rich).
3. The child looks beautifully (beautiful).
4. The fox is an exceeding (exceedingly) artful animal.
5. She looked charming (charmingly) last evening.
6. The moon looks calm (calmly) down.
7. The lake looks calm (calmly) to-night.
8. The child behaved very badly (bad).
9. She learns music easy (easily) enough.
10. Are they coming? Surely (sure).
11. The judge could scarce (scarcely) control his voice.
12. He writes plainer (more plainly) than he used to write.
13. How sweetly (sweet) the lilacs smell.
14. She is singing softly (soft) and low.
15. The blast blew fiercely (fierce) around the peak.
16. The cry sounded loudly (loud).
17. You have conducted yourself proper (properly).
18. He acted differently (different) from his brother.
19. The water tasted very strong (strongly) of sulphur.
20. The gale blew strong (strongly) all day.
21. They looked coldly (cold) on the proposition to go.
22. You can ill (il)ly afford to do that.
23. You shall not live by bread only (alone).
24. They live freely (free) from care.
25. He spoke his mind free (freely) on the subject.
26. Lincoln stood firmly (firm) by his principles.
27. The tree stands firmly (firm) rooted in the ground.
28. Walk as quiet (quietly) as you can.
29. He lives best who acts noblest (most nobly).
30. You have paid dearly (dear) for the whistle.
31. It happened contrarily (contrary) to my expectations.



32. The moon shines bright (brightly) on the lake.
33. The wind blows fresh (freshly) from the north.
34. The country looks finely (fine).
35. His words were exceeding (exceedingly) harsh.
36. You speak different (differently) than you did.
37. This can be done easy (easily) enough.
38. I will go almost (most) any time you choose.
39. They felt badly (bad) over the result.
40. My head feels bad (badly) to-day.
41. The game was played poor (poorly).
42. That was bought very reasonably (reasonable).
43. These terms are nearer (more nearly) related.

Parse the adverbs in any of the preceding groups of sentences.

### THE PREPOSITION

#### *Classification.*

1. Simple.  
With, for, by, etc.
2. Compound.  
Without, underneath, upon, etc.
3. Having the *form* of the present participle.  
Saving, touching, excepting, etc.
4. Phrase prepositions.  
Because of, in case of, by means of, etc.

### QUESTIONS

Define preposition. Define the terms used above, and give other examples of each. How may an adjective and adverb be used as base of a preposition? Show how many prepositions may be used as adverbs. Show how prepositions become conjunctions. Give examples of *but* and *save* used as prepositions.

## EXERCISES

Use these words in sentences followed by the prepositions, and notice the difference in meaning.

Accountable to, for,	Advantage of, over,
Agree to, with,	Angry at, with,
Answer for, to,	Ambition for, of,
Bargain for, with,	Call at, for, in, on,
Connect with, to,	Correspond with, to,
Possessed by, of, with,	Secure against, from, of.

Use the correct form in the blanks.

## AMONG, BETWEEN.

1. The money was divided — the two boys.
2. The apples were divided — the pupils.
3. I have no choice — many of Whittier's poems.
4. — the two, there is little choice.

## BY, WITH.

1. The house is built of brick — the men.
2. The old sailor entertained us — the story.
3. He went — the old castle — a party of friends.
4. He struck the boy — the whip.
5. The horse was struck — the man.
6. We were pleased — the appearance of the report.
7. It was — great difficulty that they succeeded.

## AT, IN, INTO.

1. He was educated — Harvard.
2. She fell — the water.
3. The train stopped — Marion.
4. We shall soon arrive — Chicago.
5. We stopped — the farm house.
6. Put the letter — the desk.

7. Go — the house.
8. He threw the ball — the well.
9. They wished to stop — many places — Ohio.
10. Put more life — your writing.

Correct the errors:—

1. He came here at about three o'clock.
2. They said for us to go at once.
3. Lincoln differed with Grant in appearance.
4. Take the book off of the table.
5. They admitted of the fact.
6. The cause is worthy of our help.
7. I have never met with you before.
8. The traitor was banished the country.
9. It was the size of a man's hand.
10. He received letters from Spain and Austria.
11. She is indignant with her conduct.
12. His preaching is different to his practice.
13. They are spending the winter at New York.
14. He is in need for money.
15. Butter brings twenty cents for a pound.
16. There is no use fretting about it.
17. We started for home immediately.
18. What benefit can it be to any one.
19. She was presented with a fine new piano.
20. It was meant for you instead of for him.
21. Mr. Carnegie is liberal with his money.
22. The children are insensible to their danger.
23. The child died with the croup.
24. Cuba is now independent from Spain.
25. This house is different to that.

Parse the prepositions in any of the foregoing exercises.

## THE CONJUNCTION

*Classes.*

## 1. Co-ordinate.

## Copulative.

The book is good *and* I like it.

## Adversative.

You may go, *but* I dislike to have you go.

## Alternative.

He *or* you must go (not both).

## Causal.

You are faithful, *therefore* you will do well.

## 2. Correlative.

Either—or, neither—nor, both—and, etc.

## 3. Subordinate.

If, than, because, for, etc.

## Phrase Conjunctions.

As well as, as if, as sure as, etc.

## QUESTIONS

Define conjunction. Define and illustrate each term used above. What is the difference between a conjunction and a connective? How do conjunctions resemble prepositions? Explain the use of correlatives. Explain the use of *whether* and *if*. Use *for*, *until*, *before* and *after* as conjunctions.

Use the correct word in each blank, and show that "like" is not a conjunction:—

AS, AS IF, LIKE.

1. I do not know — he will go.
2. He looks — his father.
3. We wish to do just — they do.
4. The man acted — he were guilty.

5. The room looked — fairyland.
6. They came just — we were starting.
7. She is studying music — her sister did.
8. I wish I could sing — she can.
9. They treated him — he were a child.
10. Do the work — we do it.

Use the correct word in the blanks.

IF, WHETHER.

1. I do not know — he will go.
2. — he will go or not, remains to be seen.
3. She asked me — this were correct.
4. — he will go, let him say so.
5. She did not say — they would come.

WITHOUT, UNLESS.

1. Stay here, — you hear from me.
2. We can not go — their consent.
3. — that is finished, we must remain here.
4. He can not be convicted — being guilty.
5. The grass will not grow — it rains.
6. There was nothing wrong — it was that.

Correct these sentences.

1. Neither tear or soil your books.
2. Come and see me soon.
3. It is not as large as this.
4. A noun is nothing else but a name.
5. A diamond is nothing else but carbon.
6. I do not know but what he did it.
7. She will either sail to-morrow or Monday.
8. Try and come as soon as you can.
9. Give me neither riches or poverty.
10. Who doubts but what two and three are five.

*To Parse a Conjunction.*

Class.

Sub-class.

Elements connected.

## THE INTERJECTION

## QUESTIONS

Define interjection. Give examples of interjections showing sorrow, surprise, pain, and contempt. How is an interjection used in the sentence? What is the difference between an interjection and an exclamation? What is a phrase-interjection? How is an interjection parsed?

Parse the words in the following sentences:—

1. Why does he go, when he knows there is danger?
2. If my friend were in town, I should know it.
3. He might have known better.
4. He ought to have gone as soon as he received the letter.
5. Go at once and see that the matter is attended to.
6. He will have been governor three months then.
7. If they had desired you to go, they would have asked you.
8. We should have enjoyed it more, had you been with us.
9. He has done so well this time that they are willing he should try again.
10. Roy was skating, when his father called him.
11. Oh. Yes! we all knew him at once.
12. Having heard of the accident, we called to see whether they wished to return home.
13. He is seventy years old but he is still strong.
14. That worn old book is very dear to him.



## WORDS HAVING SEVERAL DIFFERENT USES

## ABOVE.

1. Noun,—The light comes from *above*.
2. Adjective,—Go to the room *above*.
3. Adverb,—The sailor went *above*.
4. Preposition,—Put this book *above* that one.

## ALL.

1. Noun,—He lost his *all* in the conflict.
2. Pronominal Adjective,—*All* men are mortal.
3. Adjective Pronoun,—*All* were pleased.
4. Adverb,—That is *all* wrong.

## As.

1. Relative Pronoun,—Here are such books *as* you like.
2. Adverb of Manner,—He did *as* he thought best.
3. Adverb of Degree,—This is as good *as* that.
4. Introductory word,—He went *as* a friend.
5. Part of Prepositional Phrase,—*As* for us, we will stay here.
6. Phrase Conjunction,—The captain *as well as* the crew was drowned.

## BUT.

1. Relative Pronoun,—There is no one *but* knows it.
2. Adverb,—He is *but* a poor old man.
3. Conjunction,—He is a good orator, *but* not a good speaker.
4. Preposition,—No one came *but* Mary.

## BETTER.

1. Noun,—They are not our *bettors*.
2. Adjective,—The patient is *better* to-day.
3. Verb,—They *better* their condition by doing so.
4. Adverb,—Try to do *better* another time.

## LIKE.

1. Noun,—His *like* has rarely been seen.
2. Adjective,—*Like* causes produce *like* results.
3. Verb,—We *like* the book.
4. Adverb,—They fought *like* tigers.

## ONLY.

1. Adjective,—*Only* ladies were present.
2. Adverb,—We are healthy *only* in pure atmosphere.
3. Conjunction,—You may go, *only* do not stay long.

## STILL.

1. Noun,—In the *still* of night, I heard the sound.
2. Adjective,—The lake was *still* and clear.
3. Adverb,—The old house *still* stands.
4. Verb,—Christ *stills* the tempest.
5. Conjunction,—It is not large, *still* it will do.

## THAT.

1. Noun,—That *that* is a noun.
2. Relative Pronoun,—It is the one *that* I want.
3. Conjunctive Pronoun,—I know *that* is true.
4. Pronominal Adjective,—*That* orange is sweet.
5. Demonstrative Pronoun,—*That* is surely true.
6. Introductory Connective,—I know *that* he is there.
7. Subordinate Conjunction,—Study *that* you may succeed.

## THERE.

1. Expletive or Adverb of Position,—*There* were only ten persons present.
2. Adverb,—Place it *there*, on the table.
3. Adjective,—We were *there* five minutes (Mead).
4. Interjection,—“*There!* little girl; don’t cry.”

## WHO.

1. Relative Pronoun,—She is the lady *who* was here.
2. Conjunctive Pronoun,—I know *who* was here.
3. Interrogative Pronoun,—*Who* did it?

## WHICH.

1. Relative Pronoun,—The one *which* I wanted is not here.
2. Interrogative Pronoun,—*Which* did you take?
3. Interrogative Adjective,—*Which* one did you take?
4. Connective Adjective,—I know *which* one you took.
5. Conjunctive Pronoun,—He asked *which* he should take.

## WHAT.

1. Conjunctive Pronoun,—He asked *what* we wanted.
2. Conjunctive Adjective,—We know *what* work he did.
3. Interrogative Pronoun,—*What* do they say.
4. Interjection,—*What!* can it be true?
5. Interrogative Adjective,—*What* mountains are these?

NOTES

## NOTES

NOTES.



FEB 13 1905

*W. J. F.*

I44

STUDIES IN ENGLISH GRAMMAR

NOTES



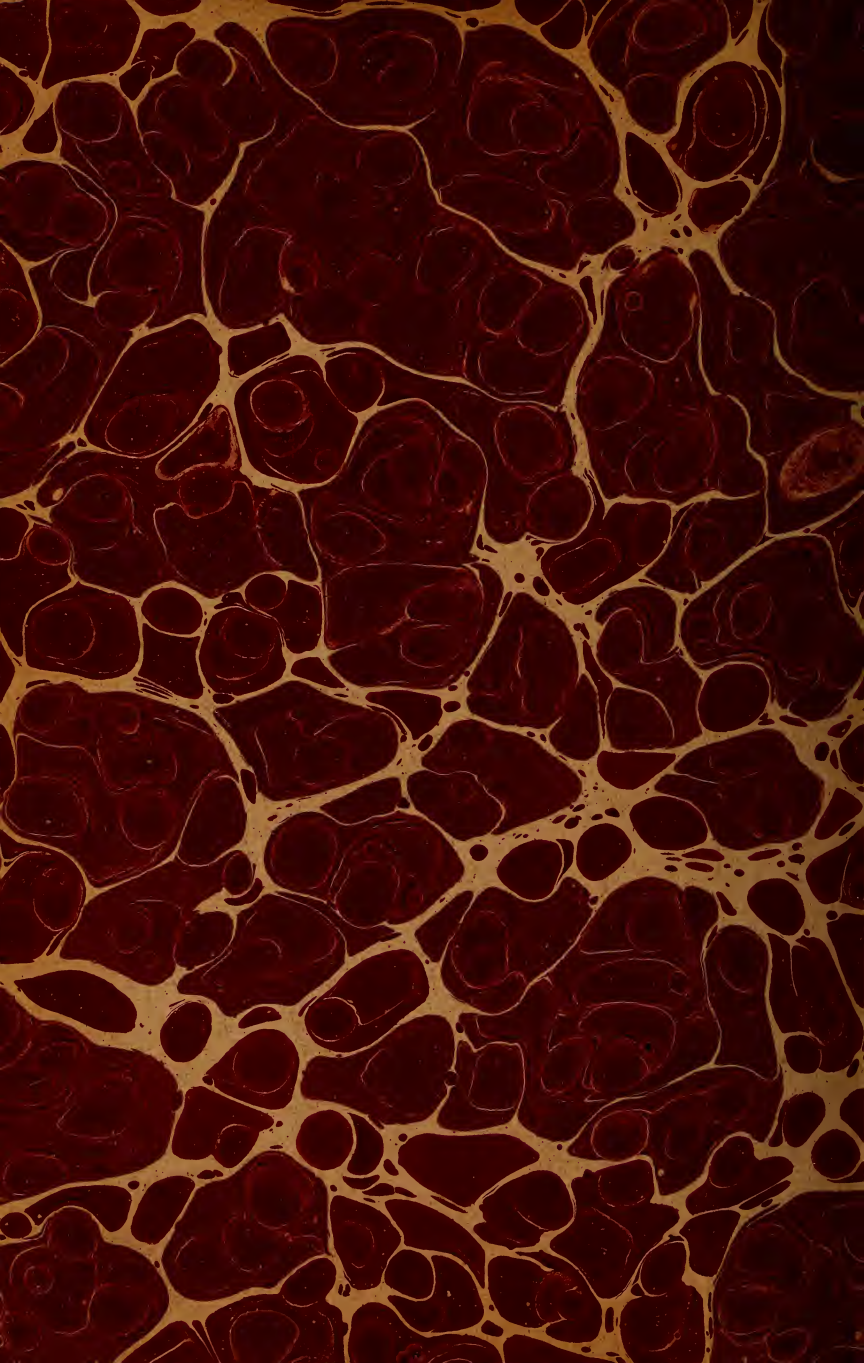


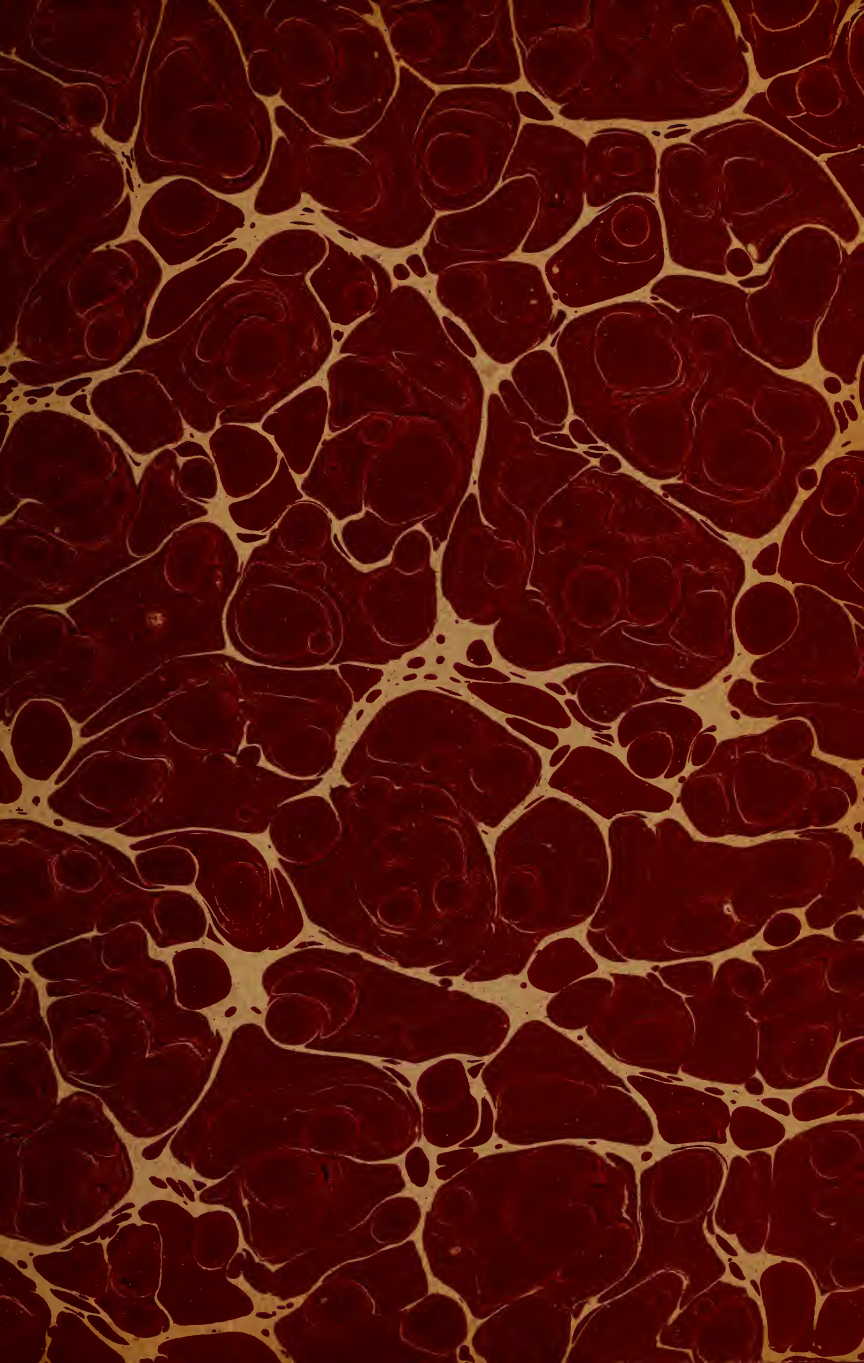












LIBRARY OF CONGRESS



0 003 232 109 4